



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

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**Workbook title: Competency Based Workbook 1
(DHEP) 6,500 words**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Abigail Richards

Learner's University Registration Number: 2236363

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.

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

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this assignment, I will begin with an overview of my initial six months of learning at training school. I will then define the terms 'coping strategies', 'stress', and 'resilience' before discussing two 'coping strategies' or techniques that I have identified as ways to build resilience and reduce stress. I practised a number of coping strategies during training, such as planning and organising my time effectively and efficiently. Moreover, in this assignment, the first 'coping strategy' which I will discuss is the outdoor activity of gardening and the second is physical exercise, namely running. I will compare and contrast the effectiveness of these coping strategies to each other.

The initial six months of learning at training school was challenging due to the amount of legislation you had to learn. This was in addition to preparing for practical scenarios, revising for the two university examinations, and completing officer safety, first aid and NICHE training (NICHE is the software on which we manage the occurrence) and most importantly remembering everything for the next stage in my journey to becoming a competent police officer. In addition to this, about a month into training, my grandmother, whom I was very close with, sadly passed away. Dealing with bereavement, as well as performing well in training school, made me reassess my coping strategies quite early on.

The concepts 'resilience' and 'stress', and moreover 'developing resilience' and 'minimising stress', are difficult to define since they mean different things to different people. The National Health Service (NHS) defines stress as 'the body's reaction to feeling threatening or under pressure' which causes our body to release a hormone called adrenaline (Stress – Every Mind Matters (National Health Service)). Stress is part of everyday life and is something that everyone feels at times especially when dealing with change or life challenges (Ibid). However, it is how we manage the levels of stress which we experience that is important. Stress can be a positive force and can help motivate us, however, too much stress can have adverse effects.

In order to manage this stress, we draw on 'coping strategies' as ways to build resilience. The mental health charity, Mind outlines coping strategies as way to accept, address and reduce the stress that you are experiencing and explains that some people 'may refer to our ability to manage stress as our resilience' (Managing stress and building resilience (MIND)). Resilience or 'Psychological Resilience' can be understood as our ability to '1. Maintain normal functioning in the face of stressors of adversity 2. Rebound back from failure and/or trauma' (Fletcher, 2016, pp.135-157).

A coping strategy that I applied to reduce stress and anxiety is gardening. Since I was introduced to gardening as a child, I have always had a passion for growing plants and flowers. However, it was during training that I became more aware of its positive impact on my sense of wellbeing. There are a number of scientific studies which agree that being outdoors in the garden boosts physical and mental health (Griffiths, 2019). In addition to being able to plant and grow edible crops and flowers to share and enjoy with family and friends, being in the garden provided me with many other benefits. As Griffiths explains, gardens play an important role in improving our physical, mental and social wellbeing since they provided a space to exercise, connect with others, and to rest and recharge (Ibid). The garden provided me with a tranquil space to reflect on what I had learnt that day and to revise in, but perhaps more importantly, a creative space and a space to relax in surrounded by nature's flora and fauna.

A different coping strategy that I applied to reduce stress and moreover to build resilience is physical exercise. In a video, 'Developing a growth mind set in sport', it outlines the differences between an athlete with a 'fixed mind set' who gives up easily and a 'growth mind set' who embraces challenges (Developing a growth mindset in sport, [Video]). I argue that 'a growth mind set' is what it means to be resilient and that this transferable skill can be applied to the challenges faced by a police officer. On returning home from training, most days, regardless of the weather, I would put on my trainers and set out on a run in the local park. Sometimes I would aim to complete a set distance or a set distance in a set time and sometimes just for the enjoyment and pleasure of running and being outdoors. Similar to the coping strategy of gardening which I discussed, running formed a natural way to break up the day before revising in the evenings. It is well known that running, as well as other forms of physical exercise, relieve stress by stimulating the production of feel-good chemicals in the brain by releasing endorphins (How running can relieve stress (Asics, 2022)). It is not only an excellent way to improve fitness and physical strength but also mental strength as you encourage yourself to run further or faster to achieve a goal. Like gardening, running outdoors, as opposed to on a treadmill in a gym, 'allow[s] you to see your environment in a new way and can help you find a fresh perspective on problems' (Ibid). It provided me with space and time to think, reflect and to more important clear my mind.

In conclusion, it is interesting that the two coping strategies that were most effective for me in developing resilience and minimising stress were both outdoor physical activities. Spending eight hours a day sitting in a classroom with twenty other students made me feel the need to be outside in my own company and to enjoy the things that are often taken for granted. Both gardening and running provided me with a sense of freedom and connection with nature and a space to de-stress. Whilst gardening was perhaps the best technique to reduce stress, running helped to build resilience not only physically but mentally. It is clear that I will apply these coping strategies beyond my initial six months of learning not only to achieve a good work-life balance but in my continued self-development as a police officer.

Word count - 1030

Reference List

- Fletcher, D., (2016) 'Mental fortitude training: An evidence-based approach to developing psychological resilience for sustained success', *Journal of Sport Psychology in Action – Developing Resilience*, 7(3), pp135-157.
- Griffiths, A. (2015) 'Gardening for wellbeing: a scientist's view', *Royal Horticultural Society*, 3rd December 2019. Available at: <https://www.rhs.org.uk/advice/health-and-wellbeing/articles/a-scientists-view> (Accessed 6th September 2023).
- Keresztes, S. (2021) 'Running and resilience: how a challenge mindset can help you reach your goals', *Medium*, 1st December 2021. Available at: <https://medium.com/science-for-life/running-and-resilience-how-a-challenge-mindset-can-help-reach-your-goals-549f88cc7fd1> (Accessed 7th September 2023).
- Shanmuganathan-Felton, V. (2020) 'Cultivating wellbeing and mental health through gardening', *The British Psychological Society*, 22nd May 2020. Available at: <https://www.bps.org.uk/psychologist/cultivating-wellbeing-and-mental-health-through-gardening> (Accessed 6th September 2023).
- Asics (2023) *How running can relieve stress*. Available at: <https://www.asics.com/us/en-us/blog/how-running-can-relieve-stress.html> (Accessed 7th September 2023).
- *Developing a growth mindset in sport* [Video]. Available at: https://www.youtube.com/watch?v=TR_2qAAPJgA (Accessed 7th September 2023).
- Mental Health Foundation (2023) *Stress*. Available at: <https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/stress> (Accessed: 7th September 2023).
- Mind (2023) *Stress*. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/managing-stress-and-building-resilience/> (Accessed: 7th September 2023).
- National Health Service (2023) *Stress – Every Mind Matters*. Available at: <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/> (Accessed: 6th September 2023).
- Stress Management Society (2023). Available at: <https://www.stress.org.uk> (Accessed: 7th September 2023).

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

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

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

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

ANSWER:

In this assignment, the policing incident involving conflict which I have chosen to reflect on is what happened during an arrest enquiry for a male suspected of committing an offence of violent disorder. This was my first, and to date only, encounter with conflict as a student police officer. I will first discuss what I understand by the term 'conflict' and 'effective communication' before outlining what happened during the incident drawing on the National Decision-Making Model (NDM) which is the model at the centre of all policing decisions (see diagram 1). I will critically assess the incident using social and legislative contexts and critically evaluate theories and models underpinning the causes of conflict within policing interventions, drawing on Mehrabian Communication Model, the five-step communication model, Betari's box (diagram 2) Karpman's Drama Triangle, and the Conflict Management model. There were no cultural, ethnicity or language issues at this incident.

I understand the term 'conflict' to mean not only physical conflict but a verbal disagreement or argument. Conflict is unavoidable as a police officer since the majority of the calls that we attend involve an argument or altercation between two parties, often a victim and suspect. Sometimes the conflict is directed towards the police officer particularly when they are taking away someone's freedom by arresting them under Section 24 Police and Criminal Evidence Act (PACE) 1984. In policing, strong communication skills are essential whether that be in person, on the radio, in emails or in updates on the occurrence entry log (OEL) on NICHE. Communication can be defined as 'the process of creating meanings between people through the exchange of signs' (Burgoon, 2022, p.11). Effective communication can be verbal and non-verbal; its aim is a clear level of understanding between two or more parties. Non-verbal communication includes facial expressions, gestures, tone and volume of voice. It is important when communicating with members of the

public that you adapt your communication style to the audience, whether that be a child or adult for example. According to the Mehrabian Communication Model, 38% of communication is the tone of voice, 7% is the words, and 55% is body language meaning that over half of all communication is non-verbal. This is important to consider when attending any incident as a police officer, especially when trying to deescalate a situation.

On a night shift, myself and another officer were tasked with conducting an arrest enquiry for a male suspected of being involved in a violent disorder several weeks ago. Violent disorder is public order offence under Section 2 Public Order Act 1986 and is defined as where three or more persons who are present together use or threaten unlawful violence and the conduct of them (taken together) is such as would cause a person of reasonable firmness present at the scene to fear for their personal safety. Before attending the address, we gathered information and intelligence such as details of the offence committed, the suspect and any warning markers, who lived at the address and assessed the likelihood of the suspect being there at that time, and also obtained a description of the items we were required to search for. In the early hours of the morning, we attended the address to conduct the arrest enquiry.

On approaching the property, we could see that the lights were on and could hear male and female voices inside. We knocked the door of the property several times and announced 'Police' but there was no answer. After approximately five minutes an elderly lady came to the door. We asked if anyone else was in the property and specifically if her grandson was there. She seemed annoyed at having been disturbed and assured us that he was not. However, having heard male and female voices in the property, we informed her that we would need to check the address for ourselves. The lady insisted that we were not entering her property and attempted to close the door. My colleague then put his foot in the door and informed her that we had a power of entry. She replied that we needed a warrant which we did not.

We used the five-step communication model or appeal as it is sometimes referred to as to persuade the lady to allow us into the property. The five step appeal consists of at first asking the person to comply with the request, second is a reasoned appeal explaining why the request has been made, third is to give options, the fourth is the final appeal of confirming their resistance, and the fifth is the act of using reasonable force. We first asked the woman to allow us into the property, we then explained why we needed to check the property, we then explained what would happen if she did not allow us entry such as having to force entry, on the fourth step, she confirmed that we were not entering her property and on the fifth step my colleague stepped into the property and she moved aside so we did not have to use force.

In terms of assessing threat and develop a working strategy, the potential threat was from the suspect being at the address as we were unsure how he would react, potentially being violent towards officers or he may be in possession of a weapons and also from the woman who was trying to protect her grandson. The working strategy was to search the property for the male and if present, arrest him and take him to custody. The power of entry that we had was S.17 PACE 1984 which includes the power for a constable to search a premises for the purpose of arresting for an indictable offence. The offence, as mentioned, was violent disorder.

As we entered the property, the lady continued to shout at us words to the effect of 'you're not coming in here' and when asked if anyone was in the room with the door closed she replied, 'no one'. We asked the woman to step aside as she was stood in front of the door which she reluctantly complied with. On opening the door, and turning the light on, the male, who matched the description of person we were looking for, was

lying on the bed. On reflection, I understand that the elderly lady was trying to protect her grandson and prevent him from being arrested. The male was pretending to be asleep and after several attempts he opened his eyes. The male was arrested for the offence under S.24 and handcuffed. Initially the male was calm and compliant and understood why he was being arrested. However, once by the front door of the property he became agitated. He began to raise his voice, speak over us, and ignore instruction. He told us he was angry at how we could disturb his grandmother in the early hours. We tried to explain what was to happen next, however both the male and his grandmother were becoming increasingly angry with him being arrested. We decided that the best way to de-escalate the situation was to immediately escort the male to the police van and I remained with the lady to prevent her closing the door and losing the opportunity to search the property or having to gain entry by force.

Conflict management in reference to policing and use of force is described under the three headings of 'Profiled subject behaviour', 'Impact factors' and 'Tactical options'. In my example, the profiled subject behaviour was at first compliance but the male became verbally resistant and used gestures to imply that he was not going to walk compliantly to the van. This is the lowest form of resistance and indicates a measure of non-compliance. The impact factors in this case were that the suspect was a young male and that he was in the company of his elderly grandmother. The tactical options that we used were tactical communication skills through clear and concise instruction and the offensive/defensive skills of an escort to the police van.

Drawing on another model, the drama triangle is a dynamic model of social interaction and conflict developed by Dr Stephen Karpman in the late 1960s. It explains the roles of Victim, Persecutor and Rescuer and their interplay. In the incident I attended, initially Karpman's Victim was perhaps the male suspect who avoided taking responsibility for his actions, finding it easier to blame others of his circumstances. The male was angry at us disturbing his grandmother and not at the fact he was being arrested. Karpman's Persecutor was perhaps the male's grandmother on the basis she blamed the police for disturbing her and not her grandson's suspected involvement in the violent disorder. The Rescuer was also perhaps the male's grandmother as she did not want to let us in to the property to help her grandson. However, as per the model, each person switches position as they get their needs met.

Throughout this interaction, I was aware of the communication model of Betari's box (see diagram 2). The model illustrates 'how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other' (Conflict management (College of policing)). It shows, for example, as a police officer, how your attitude and behaviour affects the member of the public's attitude and behaviour. I was calm and respectful; I listened to what they had to say and took the time to explain what was going to happen next. Regardless of this, as I will go on to explain, the woman became very angry towards me. Bearing in mind the Mehrabian model of communication, I was conscious of my body language and ensured that I remained approximately one metre away from the woman, in 'proper stance', and outside of her fighting arc as we are taught in Officer Safety Training. My palms were open as I explained to her what was going to happen.

When I told the lady that we would need to search the property, she began to get really angry and distressed. She began shouting at the top of her voice that we were going to ruin the place. I reassured her that we were not going to do that but do a tidy search and put things back as they were found. She was not happy and began to scream in my face, 'What are you searching for?'. This was my first experience of conflict

and also of searching a property. I did not raise my voice as based on Betari's box this would have escalated the situation and it was my aim to de-escalate the situation and conduct an effective search of the property. She became irate and began to scream the same question at me. I replied, 'Items relating to the offence'. I had not expected the elderly lady to react in such a way and ensured that I kept my distance from her with open palms while trying to explain and calm her down.

We called a further unit to assist with the search. The search was carried out under S.32(2)(b) PACE 1984 where a constable may enter and search a premises in which a person was when arrested or immediately before he was arrested for evidence relating to the offence for which he was arrested. An item matching the description was found and seized under S.19 PACE 1984 which is a general power to seize and retain property under certain circumstances. S19(2) explains that a constable who is lawfully on any premises may seize anything which is covered by a warrant, anything they have reasonable grounds for believing is evidence of an offence, anything that has been obtained in consequence of the commission of an offence and that seizing it is necessary to prevent it being concealed, lost, altered, damaged, or destroyed (CLADD). The lady then sat in the living room and refused to speak with officers.

I reviewed and discussed the arrest enquiry with my colleague having booked the male into custody. We discussed what powers and policies we used at each step such as the initial power of entry S.17, then S.24 arrest, and S.32(2)(b) search of the premises and S.19(2) seizure of items. This was a learning point for myself as I began to understand how all the powers and policies fall in place when attending a call.

In conclusion, it is clear that effective communication skills are essential in conflict management and being able de-escalate a situation. As a police officer, it is necessary to be aware of the importance of non-verbal communication, the impact that your attitude and behaviour has on others and on the conflict management model and how to assess the risk to yourself and others. Karpman's drama triangle is useful in understand that roles that people play within an argument and recognising these can help an officer diffuse the situation quicker. Although, I have not had much experience of conflict during my tutorship, I will be conscious of these theories and models which underpin the causes of conflict in any future incidents I attend.

Diagram 1 – National Decision-Making Model (College of Policing)



Diagram 2 – Betari's Box (College of Policing)



Word count - 2195

Reference list

- Burgoon, J. (2022), *Nonverbal communication*. New York: Routledge.
- Gladwell, M. (2016), *Blink: The Power of Thinking Without Thinking*. London: Penguin.
- College of Policing (2021) *Communication*. Available at:
<https://www.college.police.uk/guidance/vulnerability-related-risks/communication> (Accessed: 10th September 2023)
- College of Policing *Conflict management*. Available at:
<https://www.college.police.uk/guidance/conflict-management> (Accessed: 10th September 2023)
- Police National Legal Database (PNLD) (only accessible via South Wales Police intranet)

Task 3

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

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

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

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

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

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

ANSWER:

In this assignment, I will critically explore a policing incident which I have investigated during my twelve-week tutorship and examine how I have dealt with legislation and social issues. I am aware of the importance of culture and language, however, they did not play a role in the incident that I will be discussing. I will consider the Victims' Code of Practice and how I used it to support the victim through the criminal justice system during the investigative process. In my reflection, I will illustrate my understanding and application of the core principles of ethics, equality, diversity and human rights. The policing incident which I will be reflecting on is my attendance at an address following the control room receiving of an abandoned 999 call of a suspected ongoing domestic.

The main role of a police officer is to preserve life, protect the scene, and gather evidence. Gathering evidence forms the foundation of any investigation and evidence includes physical, forensic, digital, expert witness, intelligence as well as many other sources. The five stages of an investigation are: 1. Initial Investigation 2. Investigative Evaluation 3. Suspect 4. Interview 5. Charge. The Code of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA) defines a criminal investigation as 'An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it' (Investigation (College of Policing)). An investigation can either be reactive or proactive; reactive starts with the discovery of a crime and proactive usually starts with intelligence. The type of investigations that response officers are involved in on a daily basis are reactive investigations. On arrival at scene, your priorities are to preserve life, identify victims and witnesses, preserve scenes, secure evidence, and identify suspects. During an initial investigation, you must work to establish

what happened and when did it happen, who was involved and identify the victim, suspect, any potential witnesses, conduct house to house enquiries and obtain any closed circuit television (CCTV), doorbell or mobile phone footage of the incident. The term 'golden hour' refers to the time frame after an incident has occurred to collect best evidence to ensure that accounts are as accurate as possible, physical evidence is secured, suspects located early so the case can be progressed efficiently.

I attended a domestic incident late one evening which involved a young couple; a female and her on-off male partner and a young child. The female had asked the male to leave but he had refused to do so and a verbal argument ensued. The male informed the female that he was not going to leave unless the police arrived. The female had then called the police resulting in the abandoned 999 call. On arrival, drawing on the National Decision-Making model (NDM), we separated the two parties; my tutor went upstairs to speak with the male and I went into the living room to speak with the female. The female disclosed to me that during the argument the male had pushed her in the doorway which had caused her to stumble backwards but she did not fall. My body camera was on in accordance with South Wales' Police policy. I informed my tutor of this, who was now outside the address, and as he went to arrest the male under S.24 PACE (1984), the male made off. My tutor called an 'Operation New York' over the radio which is a request for all available units to attend the area to search for the suspect based on the description given. I remained with the victim in case the suspect returned to the address and to establish further details about what had happened. The male could not be located. He was going to be arrested for Common Assault by Beating (Battery), a common law offence which is when a person intentionally applies unlawful force on another person.

Because it was a domestic assault, we conducted house to house enquiries of three properties either side of the address and opposite to enquire whether they had seen or heard anything. I recorded the house number and their name (if they were happy to provide it) and noted down whether they had seen or heard anything or if they had any CCTV footage. The neighbour did have CCTV footage with sound recording which did pick up loud voices but you could not establish what was being said.

Despite being offered support and encouragement, the victim did not want to make a complaint and we took a negative statement from her as she was not willing to engage with the police further or attend court. She explained that she just wanted the police to deal with the immediate situation which was to remove the male from her property. On speaking to her, she disclosed that her social worker had advised her that the male was not to be around the child until further checks on him had been completed. We explained to the female what was going to happen next considering she did not want any further police involvement and advised her to lock the doors and to call 999 should the male return to the address to collect his belongings as he had assaulted her. Although the victim did not wish to make a complaint, the male would still be arrested and interviewed in custody in accordance with PACE Code C which refers to the detention, treatment, and questioning of suspects.

On return to the police station, we submitted a Public Protection Notice (PPN), specifically a Domestic And Sexual Harassment (DASH) with the female as the victim and the male as the perpetrator. The female consented to her information being shared. The purpose of a DASH risk assessment is to assess the risk to the victim and to seek help and advice from other agencies which the police work with. This is where my involvement in this case ended. However, I am aware that if the victim had been prepared to give a statement then she would have been provided support under the Victims' Code of Practice. The Victims' Code focuses

on victims' rights and sets out the minimum standard that organisations must provide to victims of crime (Victim's Code for policing (College of Policing)). The twelve rights are:

1. To be able to understand and to be understood
2. To have the details of the crime recorded without unjustified delay
3. To be provided with information when reporting the crime
4. To be referred to services that support victims and have services and support tailored to your needs
5. To be provided with information about compensation
6. To be provided with information about the investigation and prosecution
7. To make a Victim Personal Statement
8. To be given information about the trial, trial process and your role as a witness
9. To be given information about the outcome of the case and any appeals
10. To be paid expenses and have property returned
11. To be given information about the offender following a conviction
12. To make a complaint about your Rights not being met (Ibid)

Although the victim did not wish to make a complaint, as best practice, I ensured that she was able to understand and be understood since I had ascertained that their first language was English and that they had a good level of communication and understanding. I ensured that the details of the crime were recorded without delay over the radio to update Control Works and on the Occurrence Entry Log (OEL) on NICHE. Within five working days of the crime being recorded, I would have provided the victim with the contact details of the Officer In Case (OIC), crime reference number, and explained what will happen next and support services available. At scene, I advised the victim of the Live Fear Free helpline which is a 24hour helpline providing help and advice about violence against women, domestic abuse and sexual violence. I would also have established how often the victim would have liked to receive updates and their preferred means of contact. The right to make a Victim Personal Statement (VPS) is arguably one of the most important rights as it allows the victim to express in their own words how the crime has affected them. This can impact sentencing at court. I would have taken the VPS along with the statement at scene and if the victim so wished I would have given her the opportunity to update her VPS at a later date.

I am aware of the importance of diversity and inclusion in policing, the Equality Act 2010, the nine protected characteristics and the types of discrimination. Although I was mindful of unconscious bias and discrimination, and the necessity to treat everyone fairly, this did not have a significant impact on this incident. All the actions taken were justified, proportionate, legal, accountable, necessary, and ethical (JPLANE).

In conclusion, I have critically explored a policing incident that I have investigated which was domestic abuse common assault whereby the victim did not want to make a complaint and the suspect made of. I have considered the legislation used such as the arrest power S.24 PACE and the common law offence of common assault. On social issues, the family already had a social worker for the young child and there were no cultural or language issues during this investigation. In every incident where there is a victim, the Victim's Code of Practice should be considered and if the victim consents, a victim referral made to Victim Support. In this incident, even though the victim did not want to make a complaint, I ensured that her rights were met. I ensured that each action taken during this incident was justified, proportionate, accountable, necessary, and ethical.

Word count - 1635

Reference list

- College of Policing (2021) *Victim's Code for policing*. Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing> (Accessed: 11th September 2023).
- Ministry of Justice, Code of Practice for Victim's of Crime in England and Wales. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code> (Accessed: 11th September 2023).
- National Crime Agency (NCA) *Supporting victims and survivors*. Available at: <https://www.nationalcrimeagency.gov.uk/what-we-do/how-we-work/supporting-victims-and-survivors> (Accessed: 11th September 2023).
- Police National Legal Database (PNLD) (only accessible via South Wales Police intranet).
- Victim Support. Available at: <https://www.victimsupport.org.uk> (Accessed 11th September 2023).
- Welsh Government *Live Fear Free*. Available at: <https://www.gov.wales/live-fear-free> (Accessed: 11th September 2023).

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 which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part with an offender/victim and reflect upon what happened.

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

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

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

ANSWER:

In this assignment, I will critically assess my role during a police investigation in which I played a significant role with an offender and reflect on what happened. I will first outline the incident before explaining my actions using the National Decision-Making Model (NDM) and the Code of Ethics (See diagram 1). I will review how the NDM has impacted on my decision-making and use of discretion within the investigation. I will then critically review my responsibilities regarding the provision of the Criminal Procedure and Investigations Act (CPIA) 1996 when conducting the investigation.

The National Decision-Making Model (NDM) is the centre of all police decisions and at the centre of the NDM is the Code of Ethics. The Code of Ethics sets and defines the standards of behaviour for everyone who works in policing and is at the heart of every policy, procedure, decision and action in policing. (National Decision Model (College of Policing)). The Code is made up of the nine policing principles and the standards of professional behaviour. The nine policing principles are: 1. Accountability 2. Fairness 3. Honesty 4. Integrity 5. Leadership 6. Objectivity 7. Openness 8. Respect 9. Selflessness (Ibid). The standards of professional behaviour are: 1. Honesty and integrity 2. Authority, respect and courtesy 3. Equality and diversity 4. Use of force 5. Orders and instructions 6. Duties and responsibilities 7. Confidentiality 8. Fitness for work 9. Conduct 10. Challenging and reporting improper conduct (Ibid). The NDM has six key elements which are 1. Gather information and intelligence 2. Assess threat and risk and develop a working strategy 3. Consider powers and policies 4. Identify options and contingencies 5. Take action and review what happened (Ibid). At any incident, it may be necessary to complete the NDM more than once as you dynamical risk assess the situation.

The policing incident that I have chosen to reflect on is the arrest and charge of a shoplifter. We were on mobile patrol when we attended a call that two Police Community Support Officers (PCSOs) had detained a male in a store who matched the description of a suspected shoplifter from earlier that day. The male was becoming increasingly aggressive. On arrival, I could see that he was in possession of a backpack and shopping bag filled with suspected stolen goods with the security tags still on the bottles of alcohol. The PCSOs informed as what had happened and I arrested the male on suspicion of theft. This was my first arrest. Theft, as defined under S.1 Theft Act 1968, is the dishonest appropriation of property belonging to another with the intention to permanently deprive the other of it. My tutor then searched the suspect under S.32 PACE 1986 and in his pocket he found a small bag of cannabis. I then further arrested the male on suspicion of possessing Class B drugs. We seized the items under S.19 and once back at the station, we photographed them. There was a significant amount of stolen goods with a value of approximately two hundred pounds. The Sergeant advised that once a statement had been collected from the shop managers, the perishable goods would then be destroyed and the unopened alcohol sealed with security tags would be returned to them. Each item formed its own exhibit in my arrest statement.

I wrote an arrest statement for the two offences and noted down his caution reply. I also uploaded my bodyworn footage. The PCSOs had secured the CCTV footage of the male in the three stores; entering the store, placing the goods into his bags, and leaving making no attempt of payment. The sergeant had tasked other officers with obtaining statements from the three shop managers and a different officer would be interviewing the male in custody under PACE Code C. The male was remanded in custody due to the number of offends on bail on his record and was later was charged with theft.

On gathering information and intelligence, during this stage the decision-maker establishes what is happening or has happened and clarifies matters relating to any initial information and intelligence (Ibid). In my example, the information was that a male had been detained by PCSOs as he matched the description of an earlier reported shoplifter. We were working the afternoon shift and so were not aware of this earlier incident. We knew where the PCSOs were, however, we did not know who the male was as he had refused to provide his details to the PCSOs. We were therefore unable to ask for checks to be made on NICHE or PNC as to any warning markers. We did not know from which shops he had stolen the items, however, we were informed of this by the PCSOs on arrival.

On assessing threat and risk and develop a working strategy, 'this analytical stage involves assessing the situation, including any specific threat, the risk of harm and the potential for benefits' and it is at this stage that we should consider preventing discrimination, promoting good relations and equal opportunities (Ibid). In answer to the question, do I need to take action immediately, the answer was yes. The PCSOs had identified the male, he was in possession of the stolen articles and he had been detained by them. The maximum time a PCSO can detain an individual for is thirty minutes. The male was becoming more aggressive in the store. Although there were two PCSOs present and myself and my tutor, we decided to place him in handcuffs, search him and take him to the van without delay. We were in a store with a lot of customers present and were aware of the risk to ourselves and the members of the public should the male not be compliant with our instructions. In answer to the question, what am I trying to achieve, I was trying to deal with the situation as effectively and efficiently as possible to take the male into custody.

On considering powers and policies, it is necessary to consider what police powers might be required and what legislation might apply (Ibid). The police powers used were the power of arrest S.24 PACE 1986 and a S.32 search. The legislation that applied was S.1 Theft Act 1968 and S.5(2) Misuse of Drugs Act 1971. S.5(2) can be defined as a person who has possession of a controlled drug without lawful authority and has the knowledge that they have a substance commits an offence of unlawful possession.

On Identifying options and contingencies, 'this stage involves considering the different ways to make a particular decision (or resolve a situation) with the least risk of harm (Ibid). The options considered are based on the immediacy of the threat, the availability of resources and support, and own knowledge and leadership skills, and the impact of potential action and what action to take if it does not go as planned (Ibid). Although arrest is the last resort, in this incident it was the best and perhaps only JPLANE action. Discretion can be defined as using professional judgment and action which is based on the Code of Ethics's value of accountability, having the authority to make a decision based on the value of leadership and selecting the best course of action, having recognised and considered all of the alternatives based on the value of objectivity. However, it is necessary to weigh up your duty to act as a police officer and discretion. You must use your training, knowledge and skills about policing, consider what you are trying to achieve and the potential effects of your decisions, ensure you are acting consistently with the principles and standards in this code and take any relevant policing codes, guidance, policies and procedures into consideration. You must use your discretion carefully and must be able to justify actions since you are accountable for your actions and inactions. My colleague discussed with the supervisor the possibility of de-arresting the male and reporting him for prosecution instead. However, it was decided by the supervisor, due to the amount and value of goods stolen, that this would not be suitable. It was also discussed whether or not to charge him for the possession of cannabis as it was a small amount for personal use. However, this was not our decision to make at that time.

The final stage of the NDM is divided into two parts of take action and review what happened (Ibid). In this incident, we responded by taking the details of the male, arresting him, and informing control of the details of the male, and that we were going Code 9 which means we are with a prisoner on the way to custody, and that we would put a full update on the OEL on NICHE. After the incident, I am aware that you have to be accountable for the decision you made and be prepared to provide a rationale based on the NDM as well as to have exercised professional judgement.

The Criminal Procedure and Investigations Act (CPIA) 1996 defines a criminal investigation as, 'An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it' (Investigation (College of Policing)). As soon as the male was arrested, we began to investigate the crime he was suspected of committing and gather evidence in terms of statements from the shop owners and any CCTV footage. As a police officer, my responsibilities regarding the provision of the CPIA when conducting investigations are to ensure that the exercise of legal powers are not oppressive and proportionate, the investigation is carried out as transparently as possible and all involved are kept up-to-date, investigators take all reasonable steps to understand the particular needs of individuals including any protected characteristics under the Equality Act 2010 (Investigator Introduction (College of Policing)). Moreover, investigations should be conducted ethically which means with integrity, common sense and sound judgement. An investigator must pursue all reasonable

lines of inquiry, whether these point towards or away from the suspect and all material obtained in a criminal investigation must be retained and this is where the rules of disclosure come into play (Ibid).

In conclusion, having critically assessed my role during a police investigation, the investigation into a male suspected of shoplifting, it is clear that you must consider the National Decision-Making Model (NDM) on arrival at the scene and throughout the investigation. And if necessary, work through the NDM more than once as the situation develops as well as dynamically risk assess. It is important to keep in mind your ability to use discretion and professional judgement to assess the situation and to come to a JPLANE result. However, using discretion should not be placed over your duty to act as a police officer. Throughout the investigation, I ensure that the CPIA was adhered to so that the investigation was carried out transparently with all actions taken recorded and moreover, ethically.

Diagram 1 – National Decision-Making Model (College of Policing)



Word Count - 1835

Reference list

- College of Policing (2021) *Investigation Introduction*. Available at: <https://www.college.police.uk/app/investigation/investigation-introduction> (Accessed: 18th September 2023).
- College of Policing (2014) *National Decision Model*. Available at <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed: 18th September 2023).
- Ministry of Justice *Criminal Procedure and Investigations Act 1996*. Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/447967/code-of-practice-approved.pdf (Accessed: 18th September 2023).
- Police National Legal Database (PNLD) (only accessible via South Wales Police intranet).

Task 5

Independent Patrol Staus confirmation – equivalent to 1,500

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

Bibliography

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

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

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

Signed:

Date: