

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/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.

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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 the following essay I will be discussing and comparing coping strategies I have used to develop resilience and minimise stress throughout my first 6 months in the learning environment at Vantage Point.

I will first discuss resilience and stress, and how they can impact people in the work environment. I will then reflect on my two main coping strategies, using The CARL framework of Reflection, which has been adapted from a job interview technique in which there are 4 main elements:

1. Context
2. Action
3. Results
4. Learning.

(The University of Edinburgh, 2018)

This framework has been described by Darbell (2021) as an 'incredibly simple model', which will be advantageous to this essay as it will allow me to focus on the learnings from these strategies.

To give context to this essay, it is first important to understand resilience. CIPD (2022) has explained resilience as

an individual's ability to recover from or stay well in the face of adversity, this translates into an employee having the capacity to thrive, rather than just survive, in a high stress environment (CIPD, 2022, para, 1).

This description suggests that stress and resilience have a direct correlation when talking about certain work environments. The definition acknowledges, whilst stress may be a part of a work environment, it is important to develop resilience as a mechanism that can be used to deal with it. Resilience is one way of coping with the ever-changing workplace environment. Health and Safety Executive (no date), defines that stress is 'the adverse reaction people have to excessive pressures and demands placed on them'. It is commonly known, work environments tend to direct pressure on individuals, therefore developing a stress led workforce.

For context, my first coping mechanism was me recognising that being involved in a sporting activity may, in fact, support in relieving stress. I have previously worked in a retail management role; and reflecting on that role, I found that when I was tired or stressed from work, I would forgo attending hockey training sessions to try and regain/reserve energy. However, during the training months of becoming a police constable our Monday to Friday shifts allowed me to attend training sessions on a Wednesday evening and matches on Saturdays, more consistently.

The action I took was to prepare my kit in readiness for Wednesday and ensure that I attended all training sessions with my teammates. I was available to play matches on a Saturday, which is something I hadn't been

able to do consistently for the previous 13 years. As a result of my actions, I felt benefitted on many levels. I felt part of the team again as it allowed me time to socialise with friends and teammates alongside play a sport that I love which in turn gave me increased levels of energy. In the final part of the 'CARL framework of reflection' I have learnt through Brennan (2021) that sport can help moderate stress. Exercise causes my body to release endorphins, which reduces the levels of stress hormones, cortisol and adrenaline. This in turn relieves stress and therefore can help support balancing work pressures.

Sarkar and Fletcher (2014) published research on psychological resilience and its link to competitive sport. They have explained that resilience in sporting people is imperative as athletes utilise mental stress to cope with pressure, which is experienced during sporting activities. This could be linked to the league matches that I was now able to be involved in. Building my confidence and focus on my game playing could, in turn, support development of resilience.

The second coping strategy that I am going to discuss using the CARL framework is dietary money management – mainly meal preparation. To put this in context – on joining the training school, within the first couple of weeks I spent a considerable amount of money in the canteen that was on the premises; above what my new financial budget would allow me. Alongside, the financial impact; the food served in the canteen were meals normally accompanied by chips and a soft drink. The stress of the job itself was not the only impact, there was now an additional financial impact on my day-to-day living which was also being affected. I now needed to be more aware of what I was spending.

Whilst carrying out research into stress, it can be seen to be linked to changes in food consumption. Harvard Health Publishing (2012) has suggested that when stress occurs, the hormones it unleashes, and the effects of high-fat, sugary comfort foods, can push people toward overeating. However, it can also have an adverse effect on a person's appetite. Stress can cause appetites to be suppressed, by a structure in the brain called the hypothalamus, which releases a corticotropin-releasing hormone. This chemical diminishes the bodies craving for food.

The action I needed to put in place was to set up a meal plan each week to ensure that every day I took to work a well-balanced meal. I also needed to include healthy snacks which would ensure that I was not tempted by the canteen food and snacks which were readily available. Prior to the week ahead, with my wife, we decided a budget for the shopping and created meals that could be frozen, ensuring they were varied and balanced. Over the longer term of a month, it resulted in allowing me to save money. Money became more readily available for other spending, alongside the health benefits of having meals which were cooked from scratch with good levels of nutrients. I learned that by improving the time given to planning and preparation of food, it could have a multi-layered positive impact on my life – inclusive of financial, health, fitness, stress and weight control benefits. Craig (2019) supports the emphasis on ensuring a healthy work – life balance and describes how workers need time to relax and recuperate to develop resilience.

In conclusion, when comparing the two coping strategies it became clear that creating a routine and balancing physical exercise, mental health and financial security is a vital to developing resilience and minimising stress. I believe my two strategies intertwine in their benefits, both physically and mentally. Involvement in team exercise and meal preparation will ensure that I will be consistently fit for work, reducing stress and in turn developing resilience. A study by Luthans et al (2005) has shown high levels of resilience are positively correlated with performance on the job, therefore awareness of these strategies, and how I have best utilised them, will ensure that I am successful in my future role as a constable within Gwent police.

WORD COUNT – 1099

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:

This essay will first discuss policing and the concept of policing by consent alongside the requirement for strong conflict management actions and awareness from all officers. In this essay, I will utilise Gibbs Reflective Cycle (1988) to assess and reflect on the incident, whilst evaluating theories underpinning the causes of conflict in the police interventions. Policing by consent is a concept that was established by Sir Robert Peel when in 1829, he founded the 9 Peelian Principles of policing. As the College of Policing (2023b) describes, the principles set out 'general instructions' to every police officer used to ensure public cooperation by common consent. Whilst consent remains an important part of policing in the UK, officers' duties are inclusive of maintaining public safety and themselves, whilst using communication skills to deescalate others behaviour. Therefore, conflict management is a key skill of development, and it is important to reflect on incidences involving conflict to ensure that development opportunities are sought throughout my career.

Using Gibbs Model (1988) I will first critically assess the incident and the legislative context, then discussing my feelings, in the evaluation I will discuss what effective communication skills were used. In my analysis I will consider the social context of the interaction and the conclusion will critically evaluate Betari's box which can underpin the causes of conflict within policing interventions. I will then summarise in an action plan how I will tackle any further incidents.

DESCRIPTION

On the first day of my tutorship, myself and my tutor were asked to attend an emergency where there was a potential link to drugs. We were passed the warning markers on the address and made our way. On arrival at the house, I was immediately asked by an officer to make my way into another room to support with a Section 23 (Misuse of Drugs Act 1971) search of a female. On entry to the room, it was clear that the female did not want to comply with the police officer and was actively resisting the requests being made. At this point in the interaction, I did not know the other officer, nor the female that was being searched, and due to the explosive environment, I was unable to get any information except pick up any cues I could.

I heard the officer saying this woman's name (for the purposes of this essay I will continue to refer to the female as 'LINDSEY'). As handcuffs had already been applied to 'LINDSEY', I took control of the female whilst the other officer carried out the search of clothing. I held the handcuffs with one hand and held the arm of the female with the other. Despite the aggression I introduced myself to her and at first asked her to calm down. LINDSEY did not want to comply and continued to be verbally and physically disruptive. The other officer in the room was explaining to LINDSEY that if she complied with the search 'it would be over quicker'. LINDSEY screamed that the cuffs were too tight and pleaded to let her go. She screamed she was sorry, however within seconds would revert to being angry and volatile. 'LINDSEY' began to communicate directly with me, pleading for release, screaming she hadn't done anything wrong whilst giving me direct eye contact. I played a significant role going forward in the incident as the key communicator due to the female not recognising me from any previous interactions. I then recognised my newness in the role was a strength to utilise in this conflict.

I found a large amount of cash in 'LINDSEY's' jacket pocket, and a controlled drug was found in the female's bra. She was placed under arrest on suspicion of possession with intent to supply- Section 5 (3) of the Misuse of Drugs act 1971. The legislative information is important to understand and derive which offences were under suspicion. Controlled drugs are classed as Class A, B, C according to the potential harm they present, Class A therefore deemed to be the most harmful (POLICE.UK, 2023). To prove the offence of possession, in this case Heroin, it must be proved that the female knew that the substance was there, that the substance was a controlled drug, and that she was not lawfully entitled to be in possession of it (Misuse of Drugs Act, 1971). However, due to the suspicion of intent to supply, the possession 'could be lawful', however it would need to be proven whether 'LINDSEY' was going to unlawfully supply it.

FEELINGS

To fully utilise the reflective model, it's important to acknowledge that before the incident I was both excited and nervous. This was my first chance to experience the role of a police officer. On entering the room, I ensured that I made myself aware of my surroundings - where the entrance, exit routes were and any potential hazards. As stated by the College of Policing (2020b) developing situational awareness is imperative to carrying out continuous dynamic risk assessments, as it allows each officer to decide how, when and at what level they should be assertive in a situation. My main aim was to understand how I could bridge the gap between the job that we were doing as police officers, and 'LINDSEY's' emotions and feelings towards the police. She had made it clear that 'we' had a lack of understanding people's addictions to drugs and that 'she felt an easy target'. I felt surprisingly calm, despite the female's aggression, as I recognised that matching her level of noise and aggression would not diffuse the situation.

EVALUATION

Experts estimate that only 10% of communication is represented by words, 30% by sounds and 60% by body language (Covey, 2004 p 239-241). I wanted to try and build rapport and gain trust with 'LINDSEY'. Stephen Covey (2004, p 237) describes communication as 'the most important skill in life', despite reading and writing being a key lesson taught during childhood, very seldom did we get training on listening skills. Empathetic listening was key, it's important to note this should not be mixed up with sympathy, I did not want 'LINDSEY' thinking that I agreed or felt sorry for her, only that I was understanding her. Empathetic listening is powerful as it 'gives accurate data to work with' (Covey, 2004 p 241). In this interaction, being my first shift, and meeting 'LINDSEY' at a volatile moment, it was imperative to understand from communication cues, what was my best course of action/reaction. 'LINDSEY' explicitly described being strip searched as 'embarrassing', therefore, when taking that into account with the heightening stress of the situation - communication with 'LINDSEY' was hugely important to get right. It needed to be succinct, not patronising, but assertive and professional, with an element of empathy to show that we were all human in the room. I used open body language when engaging with 'LINDSEY' to show her I was listening, however

whenever she then became aggressive it was important to restrain her. Then when she was calming down, I created a barrier between myself and her, even if this was as simple as folding my arms, until she was at a point of being able to engage with a general conversation again. These communication skills were blended with emotional intelligence awareness which is said by Busch and Oakley (2017) as covering 5 main areas:

1. Self-awareness
2. Emotional control
3. Self-motivation
4. Empathy
5. Relationship skills.

All 5 elements of emotional intelligence are key to overcome social differences and invoke relationship building in conflict situations.

ANALYSIS

Drug taking and dealing was a major driver in this interaction, thus, to understand the social context is important in considering the dynamics of drug abuse in the UK. Drug use in the UK has remained stable over the last 10 years according to GOV.UK (2021). Drug addiction is known to affect many people throughout the UK both directly and indirectly. Addiction Helpline (2017) writes that 'it is estimated that for every one person with an addiction, a further five are negatively impacted', therefore it can be considered to have 'ripple effect' impact on society. It is important to understand that the source of drugs can be a very mixed pot, despite the common belief that most people are supplied by local drug dealers. A study carried out through the Office for National Statistics (ONS) found that among 16 to 59-year-olds, nearly half of illegal drugs were obtained through a friend, neighbour or colleague (45%), with the next common access being through a known drug dealer within an area (12%) (ONS, 2021a).

'LINDSEY' had suggested that due to her addiction she 'couldn't help' and pleaded to be let go because she had so many other 'bad things happening in her life she did not need this as well'. This would support the information that can be seen from the ONS - Crime Survey for England and Wales 2021, which reported low levels of satisfaction with life meant that the person was 10% more likely to have used drugs than a person with medium satisfaction with life. It is important to acknowledge that in this incident there were no cultural, ethnic or language barriers.

CONCLUSION

The safety of myself, the officer, alongside the offender was paramount throughout. Evaluating the conflict management tool I used - Betari's Box; its main aim is to illustrate how our attitudes and behaviour, as police officers, can impact and influence the behaviour of others; especially offenders we deal with (College of Policing, 2020a).

Whilst Betari's Box conflict management tool worked in this scenario, it must be considered how effective it would be if there were other external influences impacting 'LINDSEY'S' behaviour. For example, if 'passers-by' were in the vicinity, this could cause the offender to react differently to my communication. It would no longer just be a matter of my behaviour; but the influence of others. Being aware of environmental factors is imperative to get the most out of this model. Also, the rationalised sense of the theory means that if there were to be an anomaly thrown in the mix e.g. controlled-drug reactions which are notorious for making people irrational; it would mean that the 'matching element' would be harder to maintain due to the person lack of awareness. Therefore, as shown in this incident, the need for emotional intelligence supported the decision in when to implement the theory behind Betari's Box to break the negative cycle (Mind Tools, 2022)

People can often become increasingly hard to communicate with, regardless of any social, learning, mental health capabilities; purely based on agitation and increased levels of adrenaline (College of Policing, 2020b). Interactions with police officers will often mean that peoples natural hormone levels are raised, and defence

mechanisms are running at a higher rate. I knew it was important to identify risks, utilise the tools I had to support my colleague to safely deal with the person and task in hand. I believe it is an important process to reflect on each incident and to learn from others. I acknowledge the necessity to develop communication skills throughout my policing career and build upon skills I learnt from my previous years in retail management.

As discussed by Van de Klomp et al (2014) the importance of post conflict interaction should be emphasised as much as the actual interaction. When cooperation is re-established, and the aftermath is handled with care this can make the difference to any future interactions between the police and the offender. The positive impact and interaction that 'LINDSEY' received and direction to services that could support with addiction e.g Gwent Drug and Alcohol Service (GDAS); may mean that going forward she wouldn't feel judged and was being given an opportunity of a more positive outcome. In future incidences I can utilise this example to draw from.

ACTION PLAN

Whilst policing can be a physically demanding role where officers routinely respond to conflict situations involving violent and aggressive people (Dryer-Beers, Braddock, and Wire, 2020); it is important to acknowledge that an officer's voice is probably the most effective tool you can use. This incident was an example of utilising a mix of tactics to diffuse aggression, whilst maintaining control of the situation through strong communication and safe restraint.

I had the opportunity in this scenario to learn from someone else with a lot more experience in terms of the policing routines (e.g. what to do in custody, booking in processes, legal contexts) however I instinctively utilised my skills and knowledge that I gained in retail as a store manager to understand and communicate with 'LINDSEY'. Regardless of the intensity of the situation, I ensured I was professional throughout and achieved the objective of my policing role. My belief is, my direction as a police officer, is to utilise the national decision-making model to understand what options I have available to me and what is the best course of action in any incident. In this scenario I believe I did well to diffuse this situation and transport 'LINDSEY' safely to custody through 'seeking to understand' at all levels and dynamically risk assessing the offender's behaviour to continually review and change how I managed the conflict (Covey, 2004 p 235).

WORD COUNT – 2197

Task 3

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

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

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

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

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

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

ANSWER:

In this essay I will be exploring a policing incident in which I have been required to deal with both social and cultural issues in the first instance. I will be using Borton's Model of Reflection (1970) to provide an initial framework to my essay and reflect upon the incident in the 'What' section of Borton's theory (Darbell, 2018). In 'So What', part of the reflection I will then move on to explain the legislative context of the incident, discussing the victims code of practice and how this has been utilised in the initial communication with those involved. I will then conclude with 'Now What' section of the essay by reflecting upon my application of the protection of human rights and what I will do in similar cases going forward. Throughout the essay I will bring to life the core principles of the code of ethics I have applied to the ever-changing environment. It is important to note that there were no cultural or language barriers throughout this incident.

Firstly, 'What'? - Myself and two colleagues were called on an emergency to attend a house whereby the caller had reported her brother and his friend had entered her house, uninvited, and attacked her and one of her friends.

On arrival at the address we were met by the hostile female (from this point onwards I will refer to her as the 'caller', to differentiate between her and the 'visitor' another female), who was clearly under the influence of alcohol and very upset by what had happened. On initial introduction she was very vocal about her dislike of police.

Quickly I established that she ('caller') and her friend ('visitor') had been drinking all evening. Research by The American Addiction Center (2023) suggests alcohol can exacerbate a person's emotional state combined with alcohol consumption knowing to negatively impact those who suffer with anxiety and depression, which the 'caller' had said she suffers with. It was valuable to be aware of the 'callers' alcohol consumption

when dealing with the raw emotion of our attendance to be able to facilitate the discussion in a way which would be understood.

As stated in the 'Standard or Professional Behaviour' (College of Policing, 2014a) it was important to maintain authority, give respect and courtesy, therefore when the frustration was first felt from the caller, she was able to download and was listened to by all officers; however as time continued, we were not making any headway in to the most recent allegation and the 'callers' remarks became rude, inclusive of swear words. She was told she needed to calm down or officers would leave as we were be subjected to a large amount of verbal abuse - based on her perceived actions of others. Linked to 'Standards of Professional Behaviour' are the 'Policing Principles' and whilst we are to act in the public interest – Selflessness; we needed to maintain respect for the 'caller' and reassure her that this experience would be different, alongside being 'open' and transparent in our actions; hence making her aware her aggression would not be tolerated.

'Public confidence is the stated life blood of British policing' (Dodd, 2021), therefore we knew we had to improve the 'callers' confidence in our actions. We eventually gained the information that the 'callers' brother had let himself in the door, which was unlocked. He proceeded to verbally abuse the 'caller' then made his way closer to the 'visitor' and having not known her or spoken to her before slapped her across the face and shouted at her. The visitor was understandably shocked by this and told her friend that she needed to contact police straight away.

With this information it was important to review, 'so what'? I looked to understand and reassure the victims; no officer in the house that evening had dealt with either of the victims before. The incident itself was split into two vulnerabilities, a female (the caller) who was a repeat victim having experienced domestic abuse from her brother both verbally and physically in the past. Alongside, another female (the visitor) who felt she was 'alone' in the area and had experienced an unprovoked attack, which had resulted in common assault. The slap to the face resulted in a red mark to her eye and under legislation common assault is:

'an assault by any act, by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence'.

(CPS, 2022)

At this time the offender was not at the scene or in the surrounding area; but due to threats from the brother this assault would see a follow up, it was imperative that we took positive action. For protection of all persons, it was important to ensure the safety of all those involved, firstly by clarifying if any medical attention was needed. Both females declared they did not need medical attention and the environment became calmer. A male friend who had now arrived at the address said he was happy for the 'caller' to stay at his home for the night and reduce the risk of another interaction taking place that evening. At this point, I no longer had any interaction with the 'caller' as she made her way to the male's house and my colleague went with them to gain relevant statements. My colleague and I discussed that the 'caller' would need a follow up PPN (public protection notice) and DASH (domestic abuse stalking and harassment) questionnaire completed, to give the right level of gradings and support.

I worked through victim care with the 'visitor'; she did not want to stay in the area any longer that evening. Although not displaying well known vulnerabilities such as learning difficulties and mental health concerns for example, the female felt she was potentially an increased target as she was out of town. The visitor did not know anyone in the area and had nowhere else to go, quickly, in response to make herself feel safe. As a result, myself and my tutor took her to the station, to remove her from the address and thus allowing her

time to contact members of her family to collect her. At the station I then carried out the statement with the utmost importance.

Thinking back on this interaction, I believe it brought to light the necessity to ensure that victims of any incident understand next steps in any occurrence. This will allow victims to ensure that they received a level of service that would be expected from the criminal justice system and be aware of next steps and communication from police. Throughout our interaction I considered the 12 'rights' in the Victims Code of Practice - which came into effect in April 2021; and put into place measures that would improve the victims experience (Victim Support, 2023). Below are a few examples of several rights, and how I used them to support the victim(s):

'DETAILS OF THE CRIME RECORDED WITHOUT DELAY' - I took the victims statement that evening, explaining that there was no pressure to do it at that point if she did not feel she was in the right headspace to complete it as is discussed by Citizens Advice (2023b). I found us a private room in the station, asked if she wanted anything to drink and allowed her to tell me, in her own words, her account of what happened that evening. I then used this as a base to gather more information about the incident and provide the necessary details of the incident for crime recording.

'PROVIDED INFORMATION WHEN RECORDING THE CRIME' – I explained that by making the statement she may need to attend court, which she agreed to, and provided her with a crime reference number that she would be able to follow up communications on her return home to England. The victim was looking to prosecute and was clear that, albeit nervous, she wanted to pursue with a formal complaint.

'REFERRED TO SERVICES THAT SUPPORT VICTIMS AND HAVE SERVICES AND SUPPORT TAILORED TO YOUR NEEDS' – In a quick response the 'caller' was offered a referral to 'target hardening' support in case the male returned late that evening. Which could support with safety measures, for example new door locks installed or camera doorbell (The You Trust, 2021). I checked if either victim needed any medical attention before proceeding with questions. I reassured the 'visitor' that if the case were to make it to court, she would be contacted by relevant services that would be able to support with any questions she had about the process, closer to the time. All victim personal information was updated on our systems and the necessary entry logs completed on the occurrence to support with victim care follow up. I was conscious that evening not to bombard the visitor with information, as a lot had happened to her in a short space of time.

'TO MAKE A VICTIM PERSONAL STATEMENT' - Whilst speaking with the victim at the station, I discussed the Victim Personal Statement (VPS) in detail. At first, she was not aware of what this was, therefore I explained that it can be an important part of any criminal justice process as it gives those in court the understanding of how the incident made her feel. I also explained it can impact sentencing if the offender is found guilty (Green, 2018). It was offered on the evening of the incident; however, we discussed that the VPS did not have to be done at that time. I explained she may want to see how she feels in a few days, but the option was there to do it at any time. The 'visitor' agreed as she said she was 'emotionally drained' from what had happened and didn't want to do anything more that night. On reflection I believe that this was the correct advice to give, as the victim was away from her family and her energy was then directed towards getting home. The 'visitor' was not thinking about how she was feeling at that time. Sometimes, reflection from the victim is imperative to get the most accurate view of their feelings that should be displayed in the VPS; as the adrenaline surge resulting from an incident can indicate the fear they felt (Cuncic, 2023). It can sometimes take until a person has spent a few days going about their everyday routine to truly understand the impact of an event.

'TO MAKE A COMPLAINT ABOUT YOUR RIGHTS NOT BEING MET' - It is also worth noting that although I did not directly deal with a complaint that was made, I made it clear to the 'caller' she was able to make a complaint based on her previous experience with the police. Throughout the interaction with the 'caller'

and the 'visitor' I ensured that I acted with honesty and integrity, acknowledging the feedback from a previous case, ensuring that nothing was said to undermine that investigation – however maintain the trust of those individuals by suggesting a complaints procedure to be utilised and to allow for us to continue with this investigation in a separate vein (College of Policing, 2014a)

Awareness is a key word when looking at 'now what?' in my conclusion. Whilst there are 12 codes of conduct, I have only been able to show 5 'rights' where I have displayed support to this victim. I am aware of the other codes to enable me to support victims in the future, across other avenues. As discussed by Citizens Advice (2023a) it is important for public authorities, such as the police service, to take positive steps in protecting the rights of others; especially when victims feel threatened and there may be a risk to life. When deciding to accommodate for both females leaving the property for that night, I utilised the National Decision Making Model (NDM). It is important that we, as police officers, act in a way that work within Human Rights Act (1998). Awareness of human rights is pivotal to how the police work to support these rights at all levels, as well as interjecting where necessary. Necessary and proportionate responses are vital to the application of key policing principles. It was important that we took positive action for the victim to feel safe and be able to give some physical distance from the scene of the incident. Without taking such positive steps there may be a breach to article 2 which, protects a person's right to life.

Going forward it is important to note that many police interactions have the involvement of alcohol and hostility based on either previous or other's experiences. Alcohol may play a huge part in social issues, therefore maintaining respect but containing authority will be key to managing situations and moving swiftly forward with investigations. Based on this interaction, my plan, as a police officer, is to ensure that I approach every person based on their individual needs and with the overall aim of maintaining equality. Ensuring the core principles of equality are met, would mean I will treat the public with respect; removing barriers and challenging inappropriate behaviour - even when the 'victim' is the person who is causing the most disruption (Social Work England, 2021).

WORD COUNT – 2199

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Decision making and discretion are an imperative part of the policing role. Being able to justify decisions, ensuring that your actions are proportionate; alongside the necessity to work within the policing principles is important in building public confidence and growing credibility. Within this essay I will first explain what discretion and decision making are, and how they play a part in policing. Decision making underpins the policing 'ways of working' therefore I will explain why the National Decision Making model (NDM) has been derived. I will utilise the model to talk through an incident in which I have played a significant role, reflecting upon the integration of the code of ethics throughout. I will conclude the essay with discussing the Criminal Procedures and Investigatory Act (CPIA, 1996) and review the responsibilities I held whilst conducting the investigation. In my conclusion I will review, based on my learnings, how I will develop my knowledge going forward in the police force.

Cambridge Dictionary (2023) defines discretion as 'choice, or the right to make a choice, based on judgment'. The act of discretion is used throughout all levels of the criminal justice system, from the moment of deciding whether to arrest, through to potential sentencing and length of sentencing decisions. It is based on a mixture of personal experience and professional judgement which allows officers to make decisions. Within the role of policing, use of discretion has both advantages and disadvantages. The advantage is, that it allows officers flexibility to determine the best outcome for a situation, however it can mean that discretion may violate someone's rights as the law may not be applied as it was meant (Liddell, 2022). In turn this may mean that the public get differing interactions with the police dependant on each officer's discretion and personal judgement.

As discussed by Psychology Today (2023) decisions can be fast, automatic, and informed through previous experiences; or a long-drawn-out version which weighs up numerous options. It is the art of decision

making which is the most important. Being able to weigh up potential benefits and risks when choosing the best course of action is hugely important to the policing world. Burns and Brush (2020) explain a systematic process which is created within a model can ensure that individuals make the best choices among options. The NDM would be described as a rational model that can aid an individual's decision-making process, the model has six elements:

1. Code of Ethics
2. Gather information and intelligence
3. Assess threat risk and develop working strategy
4. Consider powers and policies
5. Identify options and contingencies
6. Take action and review what happened

(College of Policing, 2014b)

The National Decision Making model (NDM) was brought in to improve transparency and structure of decision making within the police. The purpose of the model is to put in place a series of steps which can support with making an effective action or result, and it can be used at all levels of the police force. The basis of all actions throughout the decision-making model is the code of ethics, this is at the centre of the structure as it defines the expected standards of behaviour to which all persons in the police should be working to (College of Policing, 2023b).

The incident I will be using to explain the use of the NDM occurred whereby a person had called 999 having witnessed an accident that had involved several cars on a public road. I will talk through each of the NDM elements in turn, explaining how they are underpinned by the code of ethics:

2. Gather information and intelligence

To gather information, on driving to the scene the force control room (FCR) relayed what the witness had said. They described two males who had exited from the same car and gave brief descriptions of the other cars involved. They had a name of one of the males involved however no information on him at that time. Myself and my tutor were approximately the 3rd unit on scene. I communicated with other officers to see what had happened, and if all persons involved were safe. The code of ethics states that I will 'as a police officer give and carry out lawful orders' (College of Policing, 2014a), due to it being my first car accident I knew I would need to follow direction.

One male had told me he was the driver and owned the car, he described driving the car on the road and that he hadn't remembered much before the crash. Whilst speaking to him I had noticed a white powdered substance around his lips and a faint smell of alcohol on his breath. I was then told, by other officers at the scene that the other cars involved were stationary.

3. Assess threat, risk, and develop working strategy

Initially it was important to understand if there were any casualties as a result of the crash. I needed to make a risk assessment, therefore I questioned whether there was any further risk to life or potential injury. Whilst different pieces of information were coming together, I could see the male on the floor was talking to other officers about his chest and legs hurting so I liaised with the emergency control room and asked for an ambulance to attend the scene. The threat at this point, the male driver who I had been talking to, had the white powder around his mouth and a smell of alcohol. There was a possibility that the incident had been caused whilst the male was under the influence. I ensured that I kept the male calm and with me, moving him away from the main scene and closer to other officers who were by a police car. This would allow me to tell them that I suspected the driver was under the influence. In terms of the code of ethics, it was important I understood my 'duties and responsibilities' in this investigation and built quick rapport and cooperation with other officers to support with any next steps in the investigation.

4. Consider Powers and Policies

When talking to the driver, it was important that I considered what powers and policies were applicable. Firstly, I carried out a person check and vehicle check on the driver, as at this point I had suspicion he was under the influence - under Section 4 Road Traffic Act 1988 (Road Traffic Act 1988).

The decision was made to carry out a roadside breath test and as I had not carried one out before, my tutor talked me through it. The male agreed to complete one which resulted in the screen showing 'EXCEEDED' then shutting off. I utilised the 'code of ethics' element of honesty and integrity and explained to the male that we were unable to take an accurate reading due to the faulty equipment and as I had a suspicion that he was driving whilst under the influence of drink or drugs that he was going to be arrested.

I then had to decide whether there was a necessity for use of force to be used, as College of Policing (2013) explains, officers should use force where it is necessary, justified and proportionate given the circumstances. I made the decision to apply handcuffs, despite the male being compliant initially I had suspicion he was under the influence, and I wanted to ensure his safety and prohibit the loss or tampering of evidence from this point onwards.

5. Identify options and contingencies

The options identified were if the roadside test had come back negative, there may have been an option to carry out a drug swipe at the roadside. I also had to consider if forensics was needed on the car, was it necessary and proportionate given that the male had admitted to being the driver. There were no other persons hurt because of the crash, and all other cars were covered by insurance. As there were no complaints forth coming and weighing up all information, forensics were not called to the scene and the vehicle was recovered by the driver's insurance company. I returned to the station to carry out a statement and included the male's admission of driving. When writing any statement, it is important to acknowledge the strand of the code of ethics ensuring honesty and integrity.

The options that were considered were time bound in this case due to the potential of the offender being under the influence. It is important to be aware of time constraints having both a positive and negative impact on options that are considered. Too much time allowed and there may never be an effective decision made; too little time given, and a rushed option may be chosen leading to poor results (Alison et al. 2015).

At interview the driver denied driving, declaring it was his friend. As a result of the denial, the male was then bailed pending further investigation. It was then that I had to utilise the NDM and consider my options. I emailed other officers who had attended the scene to review if anyone had body worn video to upload and if any other officer could clarify the driver's identification. Another officer replied to say they were aware who the driver was, as they had been attending to the passenger and on review of her body worn video footage the driver could be heard giving an admission to driving.

6. Take action and review what happened

Referencing the Code of Ethics (College of Policing, 2014a) it was important to ensure that my duties and responsibilities in terms of following up further investigations was completed in a timely manner. After capturing a pocket notebook entry from the passenger, he stated he would be willing to make a statement and attend court if necessary.

On review, I believe I had interacted well with the offender initially to understand that he was the driver and utilised my discretion to submit an initial breath test. I then continued with proceedings at arrest and in custody with the support of other officers who were trained on the required apparatus. Due to the up

skilling I received from officers, I would now be able to complete the breath test from start to finish making it a more seamless interaction with the public. I have also recognised, in dealing with this incident, that the use of the NDM does not always take place once during an interaction; the NDM allows for the cycle to be utilised numerous times depending on the need review.

As the officer in charge of the case it was my responsibility to ensure the direction of it, upload relevant documents to the case file, alongside collating and retaining the necessary forms. This was prevalent in preparation of any charging decision. The Criminal Procedures and Investigatory Act (CPIA, 1996), sets out standards and procedures for investigators, to ensure that evidence is recorded and retained in the correct manner, alongside ensuring that an investigation process is fair and regulated (HSE, 2003). It is used to support guidance in deciphering whether a crime has been committed, with a view to possible criminal proceedings.

Due to the suspect being released on bail, it was my responsibility to follow all reasonable lines of enquiry which may point toward or away from the offender (College of Policing, 2023a). However, on reflection if I had activated my body camera when attending the scene, it may have captured the male telling me he was the driver. I take this as a learning element of the incident, as this may have meant the interviewing officer could have challenged the driver at first interview. However, due to the bail outcome it has meant I have continued to work on this case. I have now enabled the prosecution to continue by way of postal charge requisition. Through guidance from the CPIA, it was my role as the officer in case to re-assess material throughout the investigation, before sending it to the Crown Prosecution Service (CPS) for a charging decision (Taylor, 2001).

In conclusion, policing is a balance between personal discretion and business model managements to ensure transparency and reflection. In this case I have combined use of the NDM, CPIA guidance and personal discretion to interact with members of the public and bring forward a prosecution. Effective case management is key to achieving successful outcomes at court (College of Policing, 2023a). It is clear discretion and decision making go hand in hand; I know to aid my future progression within the force I will need to be able to balance my personal rational whilst being able to articulate the decisions that I have made within policing guidelines. I am aware that, at present, I have limited knowledge of the Crown Prosecution Service and the impact of bail conditions. Going forward I will put my energy into learning more about these areas, as it is important to having a rounded knowledge of the impact my actions have when serving as a police officer in Gwent. This will be achieved by talking through next steps with more experienced officers and setting time aside to read information resources which are available.

WORD COUNT – 2192

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Specific Dealing with conflict at present I have not been subjected to high level public disorder	Measurable Ensure that I will complete 'city safe' shifts, this will increase the potential of exposing myself to dealing with conflict. Be aware of logs when they are coming in and look to attend highly volatile/charged ones.	Achievable/ Realistic Support can be gained from team and learn from their ways of working to develop skills.	Timely SHORT TERM - I believe this is something that is ongoing, therefore can begin from this day forward. LONG TERM - Confidence in this area to be reviewed in the next 12 weeks and gain feedback from others/sergeant.
Specific I want to gain knowledge and skill around the use of out of court disposals as of now I have only carried out 1 out of court disposal and am aware there are many different options to utilise.	Measurable Whilst I cannot force occurrences to utilise the out of court disposal methods, I can ensure that I upskill myself on the options that are available through: - reading up on different methods utilising the BEAT and College of Policing Handbook - speaking to colleagues around me for examples of what they have carried out - I know I will have accomplished this when I utilise an out of court disposal in workload	Achievable/ Realistic For first hand experience communicate with those who are utilising them in the shift and ask to shadow their next steps. On it being an option for a case ask for support from sergeants and custody sergeants to talk through the process	Timely SHORT TERM- Upskilling knowledge can happen over the next 2-4 weeks LONG TERM - Learning from colleagues – ongoing learning Review case work outcomes and feedback from CPS – when necessary/applicable (within next 6 months)
Specific Understanding Mental Health Options as an officer –	Measurable To support when communicating with paramedics, I will read	Achievable/ Realistic Support from AMP in the control room	Timely SHORT TERM In calls going forward I will take a leading role in

When section 136/35 can be applied and who/when/how the mental health capacity act can be utilised	further information on the Mental Capacity Act and Section 135/136. This will be measured in my confidence in dealing with mental health implicated situations. I know I will be successful in this if I can confidently talk through my decision and handover a patient at our local mental health hospital	when dealing with mental health calls Review cases that have used section 136 as an outcome and discuss with the officer and talk through their national decision making	communicating with the AMP. This can be done at the next available call. LONG TERM Take a person through the mental health process within the next 6 months
Specific Understand the next steps after interview – specially bail conditions How to implement them and when it is necessary and what is the process for tracking it	Measurable Be able to articulate to custody sergeants next steps following on from an interview with a suspect. Introduce bail conditions on a person without support. I have a person on bail at present, I will ensure that the right processes are done to maintain bail (if needed) or close it down.	Achievable/ Realistic This can be achieved on my first interview that I carry out on my own and the outcome of bail fits with the circumstance. I can utilise the support of colleagues to process the bail application.	Timely SHORT TERM Utilise ‘the beat’ to read up on the process in the following 2 weeks LONG TERM Carry out bail extension or bail application on my own during independence phase by June 2023

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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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Signed: Ffiona Clark

Date: 05/04/2023