

workbook 1

by Callun Benjamin Bryant-Henry

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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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**Learner's University Registration Number:
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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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Within this section, I am going to be discussing my initial 6 months of training as a Police Constable (PC). Where, I will be discussing and comparing the coping strategies in which I have applied to developing resilience and minimising stress levels. Due to the role of a Police Constable being demanding, and the lack of resources due to public sector cuts within the UK. The role can be very stressful and taxing at times. Which can affect people's physically health as well as their mental health. Due to this, it is key and important to manage resilience and stress strategies whilst working as a Police Constable. Nevertheless, as a Police officer you have a role to protect the public. Therefore, being unfit or unwell through stress could cause the standard of your work ethic to decrease whilst being on duty. This will then have an effect on how to deal with calls, and how the public view the police force. Subsequently, it is important to develop resilience and minimise stress in or outside of the work force. To ensure your mental and physical health is at a high standard to make sure you are able to protect the community you are serving and to do your job at a high standard.

I will discuss three coping strategies, which has helped myself during my initial six months as a Police Constable to help reduce stress and develop resilience. The three coping strategies which has helped me manage my own stress and resilience has been, attending the gym, going for outdoor walks and finally, healthy eating. Nevertheless, whilst undertaking the following three coping strategies I will be using Borton 1970 reflection tool theory. To reflect and compare the different coping strategies I have utilised within my first 6 months as a PC.

During my first six month of being a Police Constable, majority of my time I was in training and working in the classroom learning all the legislation and definition of crime types and understanding the role of a PC. To successfully pass the initial six month of training I had to sit two exams and successfully pass both exams. During the lead up to both exams, I found myself in a very stressful state, and considerably a lot more stressed than usual. I believe this was due to the exam date approaching and the pressure of knowing that I need to successfully pass the exams to continue my career as a police officer. Outside of work, my situation was the same. Therefore, I knew it was due to the exam that my stress levels were starting to increase higher than normal. As a result of this, I started to weight train on a regular basis outside of work. I found that having a fitness goal and target to accomplish is a great way of minimising stress and developing resilience, by switching off and taking your mind away from any stresses in the work force. I feel that weight training has improved my

self-esteem, and self-confidence giving myself the strength and ability to tackle any difficult or stressful situations. Therefore, I found that regular weight training, helped me in the lead up to my exams within the initial six months of being a PC. However, the implications of attending the gym on a regular basis was that it was time consuming and I struggled to find a balance between attending the gym and revising for my exam. Nevertheless, the implications of not attending the gym could have caused me to become increasable more stressed. Which could have led to failing my exams within the initial six months of being a PC.

According to Health Harvard website, it states that “the mental benefits of aerobic exercise have a neurochemical basis. Exercise reduces levels of the body's stress hormones, such as adrenaline and cortisol. It also stimulates the production of endorphins, chemicals in the brain that are the body's natural painkillers and mood elevators. Endorphins are responsible for the "runner's high" and for the feelings of relaxation and optimism that accompany many hard workouts” (Harvard Health Republishing 2021). This illustrates that, weight training reduces the level of stress in your body such as adrenaline and cortisol. Therefore, choosing weight training as a coping strategy to develop resilience and minimise stress has a positive effect on the physically and mentally health of the body.

The anxiety and depression association website also states that “The physical benefits of exercise—improving physical condition and fighting disease—have long been established, and physicians always encourage staying physically active. Exercise is also considered vital for maintaining mental fitness, and it can reduce stress. Studies show that it is very effective at reducing fatigue, improving alertness and concentration, and at enhancing overall cognitive function. This can be especially helpful when stress has depleted your energy or ability to concentrate” (Anxiety and Depression Association of America 2021). This is more evidence to state that exercise can increase your physically and mental wellbeing. Whilst reducing fatigue, improving alertness and concentration, and at enhancing overall cognitive function. Which will help myself improve in the role of a police officer, as the role can be demanding.

On reflection, I could have managed my time more effectively whilst attending the gym. As, I felt that it was overlapping into my revision time. Therefore, following on from this I would potentially find a gym which is closer to where I live or spend less time at the gym.

Secondly, the second coping strategy has been outdoor walking. Within the first six month of training as a PC, when I have had a challenging and tough days, I would appear to be more stressed towards the end of my working shift. Therefore, I started to incorporate outdoor walking after my working day. As, I felt that this would help to relief stress by a change of scenery, being active, and the relaxion of the fresh air. After finishing my outdoor walk, I always feel less stressed which helped me focus more on the tasks ahead of me.

The North Dakota State University websites states that “research has shown that walking promotes the release of brain chemicals called endorphins that stimulate relaxation and improve our mood. Walking does not have to be done at a fast pace to have stress-relieving benefits. Even a stroll at a comfortable pace promotes relaxation, studies indicate.” (The North Dakota State University 2011). This shows that walking improves your moods, minimises stress, and stimulates relaxation. Which would help and benefit myself as a role of a PC. The benefits of outdoor walking in comparison to the gym, is that there is no set time to when I can go for an outdoor walk. Whereas, the gym has specific opening times. Also, attending the gym can be more time consuming due to traffic when travelling to the gym.

Lastly, the final coping strategy in which I used to develop my resilience and to minimise stress is eating healthy. I feel that food plays a key role in my wellbeing. Eating healthy can affect your body both physically and mentally. Such as, how much weight it can help the body lose, and also by lowering the body's stress levels. Eating healthy has helped me, both physically and mentally within my first 6 months of being a PC, by aiding in losing weight and lowering my stress levels. A clean and strict diet has helped me reduce the level of stress at work and has provided me with greater mental energy to help deal with stressful situations during work.

The Abbot article suggests that "eating a healthy diet can reduce the negative effects of stress on your body. A healthy diet builds a solid, more enduring foundation for your body by reducing oxidation and inflammation and by helping to reduce weight gain." (The Abbot 2021). The above article states that eating healthy can increase both, physically and mentally wellbeing. Therefore, I like to keep my diet healthy, as I feel this has helped reduce my stress levels and would also improve becoming a better Police Constable. Due to the role of a police officer being very challenging, it can be easy to eat unhealthy. For that reason, I like to prep all my meals for the day to ensure I have a routine that will greatly improve my overall diet, which will lead to reducing stress levels and becoming a fitter police officer.

To conclude, the three following coping strategies in which I have highlighted within this section have improved my resilience and minimised my stress level during the first 6 months of being a Police Constable. Which has helped me get through my first 6 months and training and successfully passing my exams. Weight training has improved my self-esteem, and self-confidence giving myself the strength and ability to tackle any difficult or stressful situations. Whilst outdoor walking has helped me relieve stress by a change of scenery, being active, and the relaxation of the fresh air. Lastly, eating healthy has helped me in both aspects, physically and mentally by lowering my stress levels, and becoming fitter. Due to all of the above coping strategies, I feel I am more resilient and minimising my stress levels, which will effectively help me become better at my role as a Police Constable.

Task 2

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

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

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

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

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

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

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

ANSWER:

Within this section, I am going to discuss a policing incident involving conflict in what I played a significant role with an offender/service user and reflect on what happened. The incident I am going to discuss within this sections, involves an incidents of a group of males fighting outside a pub in the town centre, and how I incorporated effective communication such as verbal, non verbal listening skills, open and closed questions, and finally building a rapport with the offenders to reduce the level of conflict at the incident/scene. Whilst also explaining why these effective communication skills were so important at the time of the incident. I am then going to discuss the process for determining weather the use of force I used was necessary in the incident, and include critical evaluation of a theory/model. For the purpose of this task, I am going to use the critical evaluation model of Gibbs, Gibbs model of reflection 1988. To provide a reflection on the outcome of the incident, and I will be referring back to the Gibbs model 1988 throughout this task. The reason as to why I have chosen the Gibbs model 1988 is because I will be discussing and reflecting on how the incident made me feel at the time. During my reflection, I will be demonstrating my understanding and application of the core principles of ethic, equality, diversity, human rights, as well code of practice. Whilst including any social and legislative context and any relevant cultural, ethnicity and language issue.

Since starting on my shift, I have indicated that the level of effective communication in incident involving conflict is more important in the area I am policing than other areas in the force. Due to low staffing levels, and on average the nearest assistant to my area is roughly

20-30 minutes away. Therefore, I feel having effective and good communication skills in conflict situations is vital, as it will help to reduce the conflict matter/situation.

I received a call on my personal radio, stating that a group of males were fighting in the town centre outside Weatherspoon's. I was double crewed at the time, so myself and my colleague went to the call at the same time. I asked control room if they had any more information of the offenders or any descriptions of the males fighting. Control room confirmed that there are approximately a group of 8 to 10 males outside Wetherspoon's, and 2 to 3 of those males were believed to be fighting. Control room gave us a description of what the 2 to 3 males were wearing so we were able to identify the males upon arriving at the scene. Control room also stated that there was no weapons or sharp instruments involved at the time, nor is there any casualties at the time but they believed the males to be intoxicated.

As per the Gibbs model 1988 I was explaining what happened and a description of an policing incident involving conflict.

Upon arrival, there was approximately 8 to 10 males outside Weatherspoon's, all believed to look intoxicated and it initially looked like a fight has happened. As, all of the males were shouting at each other and looked very aggressive towards each other.

Myself and my colleague immediately tried to search for the 2 to 3 males which we believed were fighting following the description provided to us by the control room. Myself and my colleague found the 2 to 3 males which we initially were looking for from the description by control room. We immediately split the 2 to 3 males up. I dealt with one of the males whilst my colleague who is more experienced than myself dealt with the two males. Whilst both having good eye contact on each other in case the matter starts to escalate. I took the male to one side, away from the crowd and his friends, to try and deescalate the situation. Once I took the male away from the situation, I asked the man to kindly explain his accounts on what happened. I could see that the male was becoming distressed and frustrated by the tone of his voice and his body language. The male also had a tear in his t-shirt, which the male became upset and frustrated about. As, the male was explaining his accounts, I could see the male was getting more and more aggressive via his tone of voice and body language. Therefore, I kindly explained to the male in a calm manner to calm down, so I am able to get his accounts on what has happened tonight. Whilst the male was giving his initial accounts, I used communication skills such as active listening skills, by acknowledging what he was saying by nodding my head, and constantly saying "hmm ok" every few seconds to demonstrate I was listening.

The benefits of active listening article 2020 illustrates that "When you apply active listening in the workplace, it means that you are (and appear) focused and in tune with what is happening around you. This helps you accrue more information and understand it more thoroughly, allowing you to make better decisions and respond more appropriately to situations" (The Benefits of Active Listening Article 2020). The above article states that when you apply active listening you are able to accumulate more information and understand the information, which will help you make better decisions. This is the reasoning as to why I was applying active listening with the incident involving conflict, as I wanted to gather as much information as possible, whilst being able to make the best decision for that conflict incident. Whilst the male was providing his accounts, and whilst I was using active listening skills. I also felt that this was building further trust and a rapport between myself and the male. By building trust with the male, I felt the male was more comfortable in explaining his accounts on what happened. The Benefits of Active Listening Article 2020 was strengthened by point by

stating "One benefit of active listening is that it can help you build trust, whether this is with employees, clients or suppliers. By building trust, others will feel comfortable sharing information with you which can be useful when asking for feedback or trying to reach a compromise." (The Benefits of Active Listening Article 2020). By building trust and a rapport with the male, I felt he was able to provide me with a clearer accounts of what happened before we arrived at the scene. I build a better rapport with the male by using active listening skills but also by engaging in common interest conversation. For example, I acknowledge what trainers the male had on his feet and made a nice comment regarding his trainers. By building a rapport and building trust with the male, it was keeping the male calm and ensure the male does not lose focus whilst being in my presence. I also used good body language when the male was speaking and providing his accounts. As, I wanted to male to know that I am listening and understanding his accounts by my body language. I used body language such as gestures, mimics, hands whilst talking and listening to the male accounts. Hoping that this will let the male express his accounts more openly and freely whilst using his emotions.

Bartleby research suggest that "To sum up, body language is very important in our life in order to express our feelings, emotions, and opinions. It provides apparently occasion for people. People could understand easily with the help of body language. But we must know exact meaning of body language. If we don't know them well we couldn't communicate with people or we could express our feelings not in order and it can insult them" (Bartleby Research 2021). This article suggest that body language will help advocate feelings, emotion opinions, especially when you don't know that person. Therefore, in this case using good body language was important to get the male opinion on the incident and also because this was the first time ever meeting the male.

After the male finished his initial accounts, I summarised and repeated his first accounts, to show the male that I was listening. I then asked the male questions regarding his initial accounts. From the males first accounts and asking the male questions around the fighting incident. It appeared that the male admitted to throwing punches towards the two male causing one of the males to bleed in his mouth and swelling around the males right eye. After speaking to the male, and speaking to my colleague I then made the decision to attempt to arrest the male I was initially speaking with for assault.. I grabbed the male to ensure he does not disappear then cautioned the male and explained that he is under arrest for assault.

The male then started to become very aggressive and started to resistance arrest. Due to the male resistance arrest I then used the five step appeal on the male to give the male a chance to comply. Firstly, I used the simply approach and asked the male to kindly comply with my request of being arrested and the male responded using inappropriate language and continued to be more aggressive. Due to this it was clear that the male was rejecting the first appeal.

I then used reasoned appeal, explaining why the arrest has been made and provided him with the law around my decision of the arrest. The male was still resistance arrest and became more aggressive at this point. I then used personal appeal and explained to the male that he is starting to jeopardised to himself at this point for not complying with the arrest. The male continued to get more and more aggressive at this start and started to become violent towards myself by resisting arrest. To which I then used the final appeal and stated to the male "Is there anything I can reasonably do to make you cooperate with me/us?" to which the male did not cooperate with and therefore I used forced on the male to get the male to the ground and handcuff the male to the rear. I used the five step appeal correctly before using force and provided five appeals to the male before using force on the male to get the male in handcuffs. The use of force powers I used in this incident was section

117 of PACE 1984. As, an arrest was made by force and therefore section 117 of PACE allows officers to use reasonable force. I used the 5 step appeal and therefore my use of force was reasonable to arrest the male.

I considered the males human rights, and dealt with the male fairly when arresting the male. I had reasonable ground to arrest the male and also used the 5 step appeal on the male and therefore I am able to justify my rationale for the use of force I used with arresting the male.

As per the GIBBS reflection model 1998, during the following incident I was feeling caution and kept going through the NDM (national decision model). As my options kept changing throughout the conflict incident. I gathered as much information and in tell as I could by asking control room questions regarding the incident prior to arriving at the scene. From the information I received from control room, I knew that it would be involving some sort of conflict. Which made me feel on edge, as this would had been my first conflict incident. Once arriving at the scene and upon speaking to the subjects involved, I became more comfortable and confident with the incident and attempted to take control of the incident as soon as I arrived at the scene. I did this to ensure the males at the scene did not think they had control of the situation, which could have led to the conflict escalating. As, I started to create a rapport with the male I felt my confidence increasing and I felt the male started to calm down before he was arrested. At this point, I considered all my police powers and was confident in arresting the male for assault.

As per the GIBBS reflection model 1998, I can evaluate on the incident involving conflict and as an overall I felt the incident went well. I used good communication skills, body language and also created a rapport with the male. Due to my actions within the incident, I helped deescalate a policing matter which involved conflict. On reflection, I probably should have asked for more officer assistant as myself and my colleague were heavy out numbered and it was clear to see that the majority of the males were intoxicated. Therefore, for safety measures I should have asked for officer assistants.

Due to my understanding, there was no language barriers between myself and the suspect I arrested. The male understood what I was saying and provided me with no reason to suggest that he did not understand me at all point during the incident. The male was intoxicated, and therefore the males sentencing was not very clear at times.

To conclude, I attended a policing incident which involved conflict. Whereby there were a group of males fighting outside of a pub and believed to be intoxicated. Upon arrival, I attempted to deescalate the situation by splitting the males up, and speaking to the male which matched the description of the intel I received from control room. I used fundamental elements of effective communication such as, verbal, non verbal, active listening skills, open and closed question and finally building a rapport with the male.

I was confident in my actions and arrested the male for assault, considering what offences and powers I had as a police officer. I also used reasonable force by following the 5 step appeal, whilst ensuring the suspects human rights. To answer this task, I followed the Gibbs reflection model and regularly referred to the model within my answer.

Task 3

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

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

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

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

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

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

ANSWER:

Within this section, I will be discussing a policing incident in which I played a significant role with an offender/service user/victim and reflect on what happened. The incident which I am going to discuss within this sections, involves a male victim of domestic abuse and discussing my responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system. I will also be discussing, how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference. Furthermore, I will be exploring why the policing values are in important and how culturally sensitive practice is important throughout this section.

For the purpose of this section, I am going to use the critical evaluation model of Gibbs, Gibbs model of reflection 1988. To provide a reflection on the outcome of the policing incident which involved a male victim of domestic abuse. I will be referring back to the Gibbs model 1988 throughout this section. Very similar to the above task, the reason as to why I have chosen the Gibbs model 1988 is because I will be discussing and reflecting on how the incident made me feel at the time when I played a significant role with a male victim of domestic abuse. Subsequently, I will be discussing any relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

The reason behind choosing a policing incident involving a male victim of domestic abuse, is because it was it is a very unusual type of incident as the most victims of domestic violence in relationships are females. The male also kept making references to his gender when dealing with the incident and seemed to come across as being embarrassed due to his gender. Therefore, I had to play a significant role in ensure the male understand the policing procedure and the relevant Codes of Practice to support victims through the

criminal justice system. To ensure the male understands all his options before making a decision on what the male would like to do, due to being a victim of domestic abuse. To which I will be discussing this in more detail further into this section. Due to having police response experience, it has become apparent that there is a high level of domestic calls within the force. Therefore, I have dealt with domestic type of calls more frequently and often than any other threat risk or harm calls.

As per the Gibbs model 1988, in this section I will discussing what happened during a policing incident involving a male who was a victim of domestic abuse. I received a call on my personal radio, stating that a male has just called confirming that his partner has repeatedly hit him and that the offender (his girlfriend) is still in the address. I asked control room if they had any more information, and if they are able to provide a address and persons check on the offender, victim and address. All of the checks on the victim, offender and address came back negative and it appeared to be nothing on the police system for either of victim or offender. Therefore, myself and three other officers conveyed to the known victims address.

Upon arrival, the male victim stated that the female offender has just left the address with one of there children in the car. The male had blood coming from his nose, and had two cuts on his right cheek and his jaw. It was clear to see that the male was upset and emotionally at this current time. I kindly asked if we could come into his address, and discuss this further inside. I did this as I felt that the male would feel more comfortable and confident explaining the situation inside his own address. Due to two vehicles and four officers attended the call. I decide for two officers to do an area search in attempt to find the suspect. Which then leave myself and one other colleague to deal with the victim.

We entered the males address and asked him nicely to explain his initially accounts in what happened. The male stated that him and his partner haven't been getting on well recently and stated that they are arguing more and more recently. He then stated that, they got into an argument over there children and then the partner became more and more aggressive during the argument. Then, the partner gripped hold of her coat and throw it at him serval times, she then punched the male numerous times in the face. The male stated that the cuts could have come from the partner rings, as she continued to hit him with her fist.

The male was very distressed by this and became upset whilst giving his accounts, the male also confirmed that there this was the first time the partner has ever got that aggressive towards him and physically hit him.

There were two children in the address as this happened, however the victim confirmed that the children did not see the argument or the violence. However, one of the children had left with the suspect as she left the address and the second child is currently still at the address. Due to one of the children being in the abode at the time of the incident. I spoke to the child separately, whilst my colleague continues to talk with the male victim. I asked the young boy what happened, and to provide him accounts on the incident. The young boy confirmed that he heard the victim and the offender shouting and arguing, however he did not see anything as he was in his room playing PlayStation. He did not appear to be distressed or shaken regarding the incident. He did confirm that his two parents have been arguing more than usual recently.

After speaking to the young boy, I then went back into the living room to speak to the victim. The victim was still distressed and upset regarding the matter. I then explained the police

process regarding domestic incidents, and explained the domestic abuse, stalking and honour based violence risk assessment (DASH). The aim of a DASH form is to help frontline responses officer identify high risk cases of domestic abuse, stalking and honour based violence, this is accessed by asking 30 questions. The SaveLives article states that "the purpose of the Dash risk checklist is to give a consistent and simple tool for practitioners who work with adult victims of domestic abuse in order to help them identify those who are at high risk of harm and whose cases should be referred to a Marac meeting in order to manage their risk. If you are concerned about risk to a child or children, you should make a referral to ensure that a full assessment of their safety and welfare is made"(SaveLives article 2014). This identifies the process of the DASH form, and any victim who is deemed as high risk will be referred to a multi agency meeting (Marac) in order to manage that victim's risk.

A DASH form is important because it helps frontline officers that attend calls understand the level of risk that victim could be posed too. It is also important because it helps information sharing. As, if a person is assessed and considered as high risk, that person will then be referred to a Marac meeting. The DASH tool also helps the police, as the DASH assessment will be logged. This can be a positive if the police have a common theme or if the police are getting more and more calls to the same address and victims. Therefore, the police are able to identify if that person's risk is increasing. Finally, the DASH form also provides common criteria for all agencies and allows all multi agencies to keep an update on both victims and perpetrators. It also allows agencies to be responded appropriately and correctly whilst trying to deal and manage with the risk. The DASH 2009 Risk model supports this by stating that "the Risk Model also gives practitioners common criteria and a common language for risk. If victims and/or perpetrators move, which they do, they can be easily referred to another MARAC who, having undertaken DASH training, will subsequently have a similar understanding of risk. The DASH enables agencies to make defensible decisions based on the evidence from extensive research of cases including domestic homicides and near misses, which underpins most recognised models of risk assessment. Using an evidence-based risk identification and assessment model always improves decisions being made. It also increases the likelihood of the victim being responded to appropriately and therefore of correctly addressing the risks they face."(DASH frequently asked questions 2009, University of Brighton recognising education equality). This article illustrates that the DASH model provides a common criteria and language for all agencies to determine a victim's risk. It also strengthens that the DASH model allows agencies to make sensible and efficient decisions to help a victim being responded to correctly and efficiently.

After explaining the process of a DASH form to the victim, the male consented to taking part in a DASH form. Therefore, I successfully went through the DASH assessment with the male and successfully asked the male all the following questions on the DASH assessment. I then asked the male if he would like to make a complaint, and if he is willing to attend court. The male declined the offer of making a complaint, and stating that he does not want to make a complaint towards his girlfriend. It appeared to me, that he was embarrassed about the incident and that he was a victim of domestic abuse. As, the male kept making remarks about his gender and being in the situation where he has been a victim of domestic abuse. Therefore, I reassured the male and stated that domestic violence can happen to any gender/sex. According to WHAG, the statistics state that "1 in 4 women and 1 in 6 men will suffer domestic abuse at some time in their lives"(WHAG domestic abuse facts and statistics). Due to the WHAG statistics, there is a higher percentage for women to be

involved in domestic violence. However, men can also be a victim of domestic abuse as well.

I then asked the male again if he would like to make a complaint, and the male declined. I did ensure the man that if he considers to change his mind at any point, he can call the police and make a formal complaint. However, due to the male declining making a complaint and not supporting any police action. I provided the male with a summary the codes of practice for a victim of crime. The code of practice for a victim of crime is a statutory code which sets out the minimum level of support provided to a victim of crime. Victim Support websites states that "The Victims' Code applies to all criminal justice agencies, including the police, Crown Prosecution Service (CPS), Courts Service and the Probation Service. The Code was established by the Domestic Violence, Crime and Victims Act 2004 and came into effect in 2006. Victim Support lobbied for it to be introduced and has campaigned for it to be improved and strengthened. The Code sets out what each criminal justice agency must do for victims and the timeframe in which they must do it." Victim Support 2021. The victims code applies to all criminal justice agencies and victim have key rights under the victim codes. The following rights are listed below: "

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" Victim Support 2021.

I informed the male that due to him suffering from physically harm and being a victim of domestic violence. He would be considered under the victim code and that the following list is a minimum level of support provided to the male.

The victim code of practice is important to all criminal justice agencies, as they all understand the impact of being a victim can cause to your daily life. Therefore, this is why the victim code of practice has outlined numerous rights (shown above) for criminal justice agencies to follow and to also educate and inform victims. If any victim is unhappy regarding how they have been treated after becoming a victim, then as part of victim codes of practice it is within that victims right to make a formal complaint about there rights not being met. The victims code

of practice is set to manage victims expectations and ensure that the criminal process runs as efficiently as possible without making that victim feel more disturbed or concerned.

After speaking to the male regarding the victim codes of practice, he still wanted to remain with his decision of not making a formal complaint. Therefore, I provided the male with safety measures such as keep all windows and doors locked, keep phone charged and call 999 if he believes it is an emergency. Lastly, I also provided the male with domestic abuse helpline, in case he would like further support at a later date. After this, we then leave the address as the male had calmed down and thank us for attending. Two officers later found his partner and arrested her for domestic assault.

To conclude, I attended a policing incident which involved a male being a victim of domestic abuse. Whereby, a male called the police stating that his partner has hit him. When arriving at the scene the male was clearly distressed and upset and it was clear that the male had significant injuries to his face. I explained the DASH process to the male and he consented to providing a DASH. At the time, the male did not want to make a complaint towards his partner. Therefore, I explained the victim codes of practice to the male and stated that there is a minimum level of service towards victims of crime. After explaining the process, the male did not want to make a complaint. Therefore, I provided the male with safety advice and left the address. I provided the male with a domestic helpline number, and the crime number in case the name changes his mind regarding making a formal complaint. To answer this task, I followed the Gibbs reflection model and regularly referred to the model within my answer.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Within this section in the workbook, I will be discussing a policing incident in which I played a significant role with an offender/service user/victim and reflect on what happened. The incident I am going to discuss within this section, involves a male being named as an offender for an attempt burglary. However, that male was original from turkey, to which the male did not understand English and his first language was Kurdish. Therefore, there was a cultural and language issue. I will also be reflecting on how I applied the national decision making model (NDM) to demonstrate and assist how I resolved the incident. Whilst also evaluating the role of discretion in the decision making process. I will also be highlighting my responsibility with regards to the provision of the CPIA when conducting in an investigation. However, I did not need to use CPIA in my outcome as I was able to resolve the matter in other means which I will be discussing further in this section. Furthermore, I will be illustrating how policing values were engaged particularly through an assessment of the potential impact of bias on the decision making process, and how a negative bias can have an impact on your decision making as an officer.

For the purpose of this section, I am going to use the critical evaluation model of Gibbs, Gibbs model of reflection 1988. To provide a reflection on the outcome of the policing incident which involves a male being named as an offender for an attempt burglary. However, the named male is original from turkey and does not understand English and therefore there is language barriers. I will be referring back to the Gibbs model 1988 throughout this section. Very similar to the above task, the reason as to why I have chosen the Gibbs model 1988 is because I will be discussing and reflecting on how the incident made me feel at the time when I played a significant role regarding the male and it causing a language barrier. The reason behind choosing a policing incident involving an incident with

a language barrier is because it is not every day that I will come across a named offender who has a language barrier. Therefore, I had to play a significant role ensuring the named offender understood why we were investigating the incident, and I had to consider other factors such as a translator.

As per the Gibbs model 1988, in this section I will discuss what happened during a policing incident involving a male who was named as an offender for an attempted burglary. I received a call on my personal radio, stating that a male has just called confirming that that male has damaged his front door and attempted to enter the address. I asked control room, if they were able to do any checks on the male caller and on the address. Control room confirmed there were no markers on the address or the male.

Upon arrival at the address, I asked the male victim to provide his first accounts of the incident. The male victim stated that a male had caused damage to his door to which the door lock was damaged and the male offender attempted to enter the address. To which then the male victim woke up and ran to the door and recognised the male offender as a person who lives 7 doors down.

The male victim stated that the door replacement cost a total of £200 and the male victim seemed to be distressed and upset. The victim was unsure on his option therefore, I provided all his options to him and considered making a complaint, community resolution, and finally mediation. The victim decided that he would like community resolution from this outcome and would like the male offender to pay for the cost of the door. The victim did state to me that he is unsure why the offender has attempted to burglar his address and that he provided us with the offender's personal information. The victim did state to myself that the offender's ethnicity is Turkish and that the offender does not speak very well English.

Therefore, I managed to get in touch with the offender. However, it was clear to see that the offender does not speak very well English and it was clear to see that the named offender does not understand me. Therefore, I asked the offender what his preferred language is and the male stated Kurdish. Subsequently, I contacted language line to request a translator to attempt to speak to the offender. I rang the male back having a translator on the call, so that the translator can translate my information to the offender, so that the offender is able to understand. The offender confirmed that he was the male that damaged the door but stated that he had no intention in entering the property. The offender stated that him and the victim had an argument prior to this. The confirmed to that offender what the victim would like regarding the community resolution by paying for the cost of the door, and the offender was confirmed that he would pay for the cost of the door. I also provided word of advice to the offender, and stated that if a similar incident happens in the future then the offender could be committing a crime and potentially be arrested. Therefore, it was agreed by the offender that he will pay for the cost of the door within the next 48 hours. Couple days later, I spoke to the victim and they stated that the offender has posted the money through the day and that the victim was happy with the outcome. I provided the victim with safety advice and the victim was happy for the case to be closed.

As per the Gibbs model 1988, I will be referring to how the situation made me feel and the reflections of the situation. This was the first time I have ever spoken to an offender with language barriers, and it was also the first time I have ever used language line to translate. Therefore, I was nervous going through the process due to it being my first time using a translator. I also wanted to make sure that the offender understood what was happening and why I was contacting him. On reflection, I successfully managed the offender to pay for the cost of the door, which was the wishes of the victim. I also was able to make the offender understand why we're contacting him. However, whilst using the translator I unconsciously

used police jargon. To which then I had to explain further and remind myself to stop using police jargon. Nevertheless, throughout the whole process of myself dealing with the policing incident. I considered the National decision making model (NDM), to assess numerous objectives such as threat risk hard, what powers and policies are available to me and finally what options are available to me.

The national decision making model (NDM) has six key elements.

1. Codes of ethic
2. Gathering information and intelligences
3. Assess the threat risk and harm, and develop a working strategy
4. Consider powers and policy
5. Identify options and contingency
6. Take action and review what happened

According to the college of police "The National Decision Model (NDM) is suitable for all decisions and should be used by everyone in policing. It can be applied:

- to spontaneous incidents or planned operations
- by an individual or team of people
- to both operational and non-operational situations.

Decision makers can use the NDM to structure a rationale of what they did during an incident and why." College of policing 2013. The college of policing states that the NDM is suitable for all officers and should be used every day in the policing world to identify the best outcome from that situation/incident. The NDM put the code of ethic at the heart of the decision making model, as the code of ethics including many important principles such as "fairness" and "respect" as all the principles in the code of ethics are important in increasing public confidence. As we are a country managed by policing by consent.

Gathering intelligences and information, is the next time element of the NDM. During this stage, this is where you gather as much information as possible. Therefore, in my policing incident. I asked control room if there was any previous or any markers on the address. To try and gather as much information as possible before arriving at the address.

Assessing the threat risk and harm, and developing a working strategy is the next step in the NDM. This is where you decision on the level of threat risk and harm cause in the incident. The College of policing states that "This analytical stage involves assessing the situation, including any specific threat, the risk of harm and the potential for benefits". College of Policing 2013. In my policing incident, I assessed the level of threat as low as no one was physically hurt and the offender had left the address.

The next step is powers and policies, in this phase this is where you consider the powers, policies and legislation you could apply to the current situation. Therefore, in my police incident I considered that I have the power to arrest the offender for committing an offence.

The next stage is identifying options and contingencies. In this step, officers consider different options to resolve the policing incident/situation. Therefore officers explore if there is immediate threat risk and harm and the options which are available. In my policing incident, I explored the option of arresting the male, community resolution for both parties and finally mediation. It was clear to see that community resolution was the better option in this case and it was also the victim's wish.

The final stage is, taking action and review what happened. College of Policing states that "This stage has two distinct steps. At the action step, decision makers are required to make and implement appropriate decisions. The review step requires decision makers to review and reflect on what happened once an incident is over." College of Policing 2013. The college of policing states that there are two parts to this phase. First part being the action and the second part is reflection on that action. In my policing incident, I decided to take the community resolution solution. As, this is what the victim wished, and it was the better option considering all the information I had at the time of the incident. On reflection, it was a successful decision to decide to do a community resolution as the offender was willing to pay for the damage of the door.

Within this next section of the task, I am going to be discussing what a Code of Practice to the Criminal Procedure and Investigation Act 1996 (CPIA) and why it is important. According to College of Police website, it states that "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." College of Policing 2020. College of Policing illustrates that a CPIA is an investigation by a police officer deciding whether a person is charged with an offence or is whether that person is guilty of that offence. Therefore, investigations may be carried out in relation to crimes which have been committed, identifying if a crime has been committed, or crimes that officers believe have been committed. Whilst someone is under investigation the officers have to consider the person's human rights. Within the CPIA act there is also a disclosure stage, whereby disclosure takes place in the following stages: initial disclosure by the prosecution, then defence disclosure and finally, continuing duty of the disclosure by the prosecution. There is also a initial disclosure which is an objective test, as material must be disclosed if it is considered as capable of undermining the case. The Health and Safety Executive article states the following reasons for material which may undermine the case

- "A witness statement which contradicts or casts doubt on other evidence on which HSE intends to rely
- A notebook entry that is inconsistent with the investigator's final conclusions
- A series of measurements of airborne solvent levels, one or more of which are significantly lower than the majority
- A draft expert statement that indicates a formed view which conflicts wholly or partly with the final opinion

- A draft witness statement which differs in a material particular from the final signed version” The Health and Safety Executive. As listed above, these are the following material which needs to be disclosed as the following material could undermine the case.

Within the final section of the task, I am going to be discussing unconscious bias and how it can have a negative impact on your decision making. According to Office of Diversity and Outreach “Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one’s tendency to organize social worlds by categorizing.” Office of Diversity and Outreach 2020. It is important to remember that everyone has an unconscious belief, which is why it is important to recognise that as an officer. As, your unconscious bias could have a negative impact on your decision making. According to The Ivey Academy article “leaders who can recognize their unconscious biases and make adjustments to overcome them are more likely to make better decisions. To be ever-mindful of unconscious bias, it’s important to practice self awareness and slow down decision making to consider what is driving you”. The Ivey Academy 2019. This indicates that if you make adjustments as an officer to overcome your unconscious bias you are more likely to make better decisions. Officers should make decisions on information/intelligence and evidence to consider that you have evidence to corroborate your decision making. Also, another way in which officers could improve on there unconscious bias, is by educating themselves. As stated above by Office of Diversity and Outreach 2020, it is likely that your unconscious bias are social stereotypes about certain groups of people which you have less education on that specific group of people. Therefore, officer could identify those unconscious bias stereotypes about certain groups and further educate themselves on that certain group of people. As, this will cause less unconscious bias. In my situation, I did not make any unconscious bias regarding the offender. As, I had all the information and intelligence I needed to suspect that the offender committed the crime.

To conclude, I attended a policing which involved a male offender from a different country whereby there was a language barrier. When speaking to the male, it was clear I needed a translator for the male to understand me. I ensured the named offender understood what was going on and why the police were speaking to him at this current moment. I explained to the named offender what the victim wished for, regarding paying for the damage and the offender admitted he was guilty of the offense and that he is happy to pay for the damage of the door. This was the first time I have ever spoken to an offender with language barriers, and it was also the first time I have ever used language line to translate. Therefore, I was nervous going through the process due to it being my first time using a translate. Nevertheless, I successfully manage the offender to pay for the cost of the door, which was the wishes of the victim. Throughout the whole process of myself dealing with the policing incident. I considered the (NDM), to assess numerous objectives such as threat risk hard, what powers and policies are available to me and finally what options are available to me. I also discussed the (CPIA) act and the importance of the act. As, any investigation that may be carried out in relation to crimes which have been committed, identified if a crime has been committed, or crimes that officers believe have been committed. Lastly, I discussed unconscious bias and how it can have a negative impact on your decision making as a police officer. However, you can overcome your unconscious bias by educating yourself further or making decisions based on information/intelligence and evidence.

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Become more confident with the process of domestics.	Volunteering myself to answer domestic calls Asking colleagues to help assist when I am unsure about any part of the process Familiarising myself with PPN and DASH forms.	Other colleagues on my team. My Sargent	12 weeks
Becoming more confident with NICHE.	Asking colleagues for assistants and help regarding NICHE. Spending more of my time on NICHE, to help myself become more confident on the software.	Other colleagues on my team.	12 weeks
Writing statement	Writing more victim and witness statement.	Other colleagues on my team. My Sargent	12 weeks

	Asking colleagues for help when need further assistants. Looking at colleagues statements, to have a better understanding regarding what information needs to go into a statement. Request to attend statement courses		
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Bibliography

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: C.BRYANT

Date: 08/01/2022