



Prifysgol Cymru
Y Drindod Dewi Sant
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Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

For my initial six months I was based in an educational environment, learning about the role of being a Police Constable prior to going out operationally. During this time, I have been faced with challenges managing my learning and workload. In this essay I will discuss and compare coping strategies that I have utilised to develop my resilience and minimise stress, which I can also take forward into my operational duties.

As I have now completed my initial six months of training, I will be reflecting on my time using Borton's Model of Reflection (Borton 1970). Borton's model is split into three parts: What? So What? Now What? The first part, 'What?', focuses on the problem, in this case, the stress and need for resilience during the initial training. The next part, 'So What?', concerns what coping strategies I used to deal with stressful situations and build resilience. The last part, 'Now What?', analyses the different coping strategies I used, noting what worked well and what did not, and what can be done to improve in future situations where I will encounter stress and build resilience throughout my role and career.

The Health and Safety Executive (2024) defines stress as "the adverse reaction people have to excessive pressures or other types of demand placed on them" (Health and Safety Executive, 2024). During the six months of training, much of the pressure and demand on myself was mental, having to learn numerous pieces of legislation and policies in preparation for practical assessments and two written examinations. I was required to successfully pass all these aspects of the training to go out operationally. The demands and pressure to pass all assessments created a level of mental stress and the need to develop coping strategies to build resilience, as if stress is left unchecked and unmanaged, it will have negative consequences such as reduction in motivation and productivity, thus leading to further stress as the demands and pressure increases.

Personal resilience is the idea of how a person reacts and bounces back from being stretched and challenged, and how they cope with life's daily problems (Warner and April, 2012). Building effective resilience is important in a demanding and challenging role such as a Police Constable, where stress is prevalent. A 2019 survey conducted by the Police Federation finding that nearly eight out of ten police officers felt stressed (Mind, 2019). During my initial six months of training, I had to build my resilience when dealing with the demands of the educational workload and ensure that I developed my coping strategies to ensure that my stress levels were reduced.

One such coping strategy that I have employed during my initial six months of training, was effective time management. This ensures that I prioritise what work needs to be done and allows myself to set deadlines for when work needs to be completed by. Whilst time management does not alter the amount of workload, it can lead to a perceived control of time, which can help in setting time-orientated goals and monitoring what has been successfully completed, a process which may have a positive impact on stress levels (Häfner, Stock and Oberst, 2014). Effective time management is a coping strategy that can take time to develop and can be adapted to suit an individual's needs. If a person adopts effective time management, it can lead to enhanced psychological well-being (Yang, Xu and Zhu, 2015), and it can also lead to an increase in resilience (Ashrafi et al., 2021). Being able to manage my time and prioritise work, also enables me to strike a work-life balance and do other activities outside of training that can also play an important role in reducing my stress and building my resilience.

Another coping mechanism that I apply alongside effective time management is regular physical exercise in the form of playing five-a-side football. The idea of using exercise as a way of staying healthy, and the link to reducing stress and other illnesses have been around for a long time and is recommended by institutions and organisations such as the NHS (NHS, 2021). Doing regular exercise, and being part of a football team, means that I am less likely to be sedentary outside of work and encourages me to look after my physical health as well as my mental health. A study of healthy individuals who led a sedentary lifestyle versus those who did regular exercise found that whilst cardiovascular reactivity to stress was similar between the two groups, those who did regular exercise were less affected after a stressful event and therefore may be more resistant to acute stress which may also protect them against future poor health (Childs and de Wit, 2014). Furthermore, physical exercise can also be employed by those who have also encountered a stressful event to promote positive changes in their mental health and improve their ability to cope with future stress events (Sharon-David and Tenenbaum, 2017). For healthy individuals who are not affected by stress, the habitual regular physical exercise can be used as a preventative tool to safeguard individuals against the effects of stress by building their resilience (Childs and de Wit, 2014).

These two methods have been employed by myself to minimise my stress levels and build my resilience to potentially stressful situations during my six months initial training. Both are different in their nature, with effective time management being more of a reactive method as it can only be enacted once the true nature of the work has been revealed, whilst physical exercise is more proactive, as it is more effective if it is in place prior to a stressful event. Both however, are effective means of minimising stress levels and building resilience to stress and have been developed by me over a long period of time, moulding it to my individual needs, and therefore is what is effective to me, and results may differ for others. These methods will continue to be enacted beyond my six months initial training, and by reviewing what I have learned from the six months, I can further develop and improve them to ensure that I continue to minimise my stress levels and build my resilience.

Word Count: 1031

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:

Being in the role of a police constable, conflict is to be expected and can occur at any time, and being able to deal with it appropriately is a crucial skill that one must possess in order to attempt to keep everyone involved in an incident safe. Conflict can be experienced in many forms, such as verbal or physical, and can be directed at the police or between members of the public. Each presents its own challenges and must be dealt with in its own merit in order to achieve the best possible outcome, being aware of the powers and policies in place, as well as the social context behind it.

In this essay I will explore an incident that I attended during my first shift as a response officer where I had to deal with a domestic assault and consider how the use of effective communication led to a positive outcome. Whilst describing the incident I will adhere to data protection regulations and ensure that identities are not able to be ascertained from the details I provide. I will critically assess the incident using the Gibbs Reflective Model (Gibbs, 1988) whilst being aware of the social and legislative contexts and explore the impact of cultural and language issues on the incident. Finally, I will reflect upon the incident and critically evaluate it using the Betaris Box (Help Children Live Better, 2021), looking at how it helped to underpin my attitude towards conflict in this situation.

Shortly into my first shift as a response officer, I was requested to attend a report of an alleged domestic assault between a husband and a wife. At the time of the call, it was reported that the husband, who was the suspect, was not at the address. On arrival, the victim answered the door and informed officers that he had returned and was currently sleeping in the same room as their young child. Due to this new information, it was important to gather the initial facts quickly from the victim, who disclosed that her husband had pushed her up against the wall and twisted her arm behind her back, causing pain. The family had only recently moved to the United Kingdom from India, so the victim informed officers that she

only wished us only to speak to the husband and strongly advise him that his behaviour was not acceptable in this country. The victim was also worried that if he was arrested, there would be repercussions for her family back home in India. Due to the policies in place in the police force, this outcome was not possible, so I told the victim what was going to happen and asked her to stay in a different room, so she did not have to watch. I then entered the bedroom where the suspect and child were, and calmly asked the husband to get out of bed and exit the room, so that we did not disturb the child or let him see his father be arrested. I then arrested the husband on suspicion of domestic related common assault, placed him in handcuffs and searched him before being taken to custody.

This incident I attended is very pertinent in terms of the social context, with tackling domestic abuse being a major focus of police forces and is part of the South Wales Police & Crime Plan 2023-2027 (Police and Crime Commissioner South Wales, 2023). Domestic abuse can come in many forms and does not always involve physical violence, and in March 2023, there was an estimated 2,124,000 victims of domestic abuse in England and Wales (Office for National Statistics, 2023), showing that this type of crime is pertinent throughout society. In this incident, the disclosure was of physical violence, with the victim allegedly having been pushed up forcibly against a wall and their arm twisted behind their back. The victim also disclosed to officers that they had recently moved to the United Kingdom from India, and she had been threatened by her husband that if anything was to happen to him, his family would take retribution against her family also in India. Upon hearing this, I immediately made a connection to honour-based violence.

Honour-based violence has gained more awareness in recent years, and while it is not a new concept, more attention is being paid to it as the outcomes of ignoring it are severe (Karma Nirvana, 2023). There is not one specific crime of honour-based violence, with it concerning a range of crimes and behaviour. Data from 2022 shows that the most common offences concerned in honour-based abuse was controlling and coercive behaviour, and assaults (Home Office, 2022). In this incident, the threat of violence towards family members was aimed at controlling her behaviour and restricting who she talked to, allowing him to carry on his abuse. A Government survey attempted to detail the percentage of 16- to 74-year-olds who self-reported being victims of domestic abuse in a 12 month period by their ethnicity (Ethnicity Fact Figures Service Gov.uk, 2021), however it concluded that due to a lack of survey participants, it was unable to make a conclusion regarding the trend in ethnicity and domestic abuse. As with any crime, the true number of victims is likely never going to be known, and with domestic and honour-based abuse, the barriers to reporting are even greater. Therefore, the fact that the victim has felt the need to call the police even under duress shows the importance of dealing with the incident, securing a positive outcome, and safeguarding those involved, as well as immediately dealing with the suspect.

Due to disclosures made by the victim, it was important to immediately arrest the suspect to achieve the best possible evidence and safeguard the victim, as well as the child who was at that moment in time, still in the bedroom with the suspect. When dealing with a person or situation, there will always be 'impact factors', which are variables that will affect my decision making and actions that I take. In this situation, I had never interacted with the suspect before, and they had no prior known interactions with the police. Therefore, I did not know who I was dealing with and how they may react to my presence or actions. He was also a male, taller than me, and the area I was working in was narrow and small.

Due to these factors, I had to make a decision on how I was going to handle the arrest. My choice was influenced by the 'National Decision Model' (College of Policing, 2013), which is a structure used to review decisions and actions and determine which is most appropriate in any given scenario. I had already done the information and intelligence gathering, and assessed the threat and risk, and due to the impact factors, I made my decision to arrest the male using handcuffs, but decided to do it outside of the room with the child in. My reasoning behind this was to not upset the child, which may in turn cause the male to become agitated. I also decided to handcuff the male to the rear as this is the police of my police force, and while compliant handcuffing is still deemed as a use of force, it helped to protect everyone involved.

Alongside my physical actions, it was important that I employed effective communication to ensure compliance by the suspect and maintain control of the situation. Due to the male only being in the country for a few months, and his basic level of English, this was a barrier to being properly understood and communicating with him (Buarqoub, 2019). Due to this barrier, I chose to use short, concise, and clear instructions to improve the chances of him understanding me. When I found the male, he was asleep in the same room as a child, so I awoke him gently as to not startle him or the child and instructed him to get up and follow me. Alongside my verbal commands, I also used non-verbal commands, including gestures such as pointing, which was clearly understood by the male. This enabled me to get the male out of the bedroom and into the hallway, arrest him, and to compliantly handcuff him. Due to my employment of effective communication skills, I was able to maintain control over the situation and effect an arrest, taking positive action in this incident.

A key theory that I employ in my role as a police constable is Betaris Box (Help Children Live Better, 2021). This model is split into two main parts, whereby my attitude affects my behaviour, which in turn affects their attitude and their behaviour. This is a continuous cycle, so a change to any part will have a knock-on effect for the rest of the chain, and this cycle can be applied in any situation I encounter in my role. Going into this incident, as I did not know the impact factors of anyone involved, it was important that my attitude was appropriate for the situation, cautious but calm. If I went into the incident in an aggressive manner or raised my voice, then it may have led to the suspect getting defensive and less reluctant to comply with my instructions, thus causing myself more problems and increasing the risk of escalating conflict. As the male did comply with my instructions, it meant that I did not have to change my attitude or behaviour and kept the situation in control and led to a positive outcome.

The Gibbs Reflective Model is split into six parts and gives a structure to learn from experiences. I have done the first part of the model as I have described the situation above. Overall, I felt that this incident went well, and as it was my first call I attended on response and ended up arresting someone, it was a good experience to learn from. I remembered to include all the key information during the arrest, including the offence, caution, time of arrest and the necessities, and took positive action in a domestic violence assault case. Looking back at the incident, if I were to do it again, I would have tried to gather more information about the suspect, to identify any potential risks. As it was my first call during my tutorship, I was given the choice of taking a step back and watching, but I decided to take the lead and I felt that this gave me more confidence going forward into future calls and took me out of my comfort zone which pushed me to learn and develop my skills. This incident and the successful outcome which I achieved was a good learning experience and reinforced what I had learnt in training as I was able to put it into action. Going forward from the incident, I

have already altered and tailored my way of speaking to people, including asking further questions and the action that I take has become more second nature rather than having to think it through beforehand.

In this incident, whilst the conflict I encountered was directed at the victim, with it being the first call I attended whilst on the job, it was a good learning opportunity on how to appropriately deal with an incident whereby I had to be considerate of the cultural and social impact, as well as the impact on everyone involved, especially the victim and suspect. Domestic violence calls are important to get right and take positive action as the consequences of not doing so could be fatal, and it was important to safeguard the victim by arresting the suspect. By employing the relevant models and theories that I have learnt in training, it enabled me to effectively communicate with the suspect and take positive action without causing further conflict and achieving a good result. Since attending this incident, I have used it as a foundation to build upon my skills further, and ensure I continue to hold myself to a high standard.

Word Count – 2001

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 legislation, 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.

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

ANSWER:

Whilst undertaking my role as a police constable, a major focus is placed on the victims of crime as they are the ones who are most effected by the impact of crime, and deserve to be treated with humility and compassion, getting the best possible service offered to them by the police. These fundamental rights are outlined in the Code of Practice for Victims of Crime in England and Wales (Ministry of Justice, 2020) and dictate how victims of crime should be treated when investigating crime. I will be critically exploring an incident of a knife-point robbery that I attended, where I played a significant role with the victim, and eventually the suspect of the crime. I will be exploring the social and cultural issues that surround knife crime, and how I applied to the victims' code of practice to support the victim throughout the initial stages of the investigation.

A couple of weeks into my tutorship, I attended a call of a report of a knife-point robbery in a relatively busy area of the patch. Upon arrival at the scene, the victim made himself known to us, and in order to safeguard him and due to a crowd of people forming, it was decided to take him to a nearby police station. The victim gave an initial account and description of the suspect, which enables other units to search for the suspect whilst I dealt with the victim. The victim expressed a wish to make a complaint and give a statement in relation to the offence, so I spent the next couple of hours obtaining a detailed statement from the victim, giving them opportunities to take breaks due to the distressing event that they had just been through. The information given in the statement provided a description of the suspect, as well as other lines of enquiry such as CCTV that could be used to identify the perpetrator. I also obtained forensic swabs from the victim as he disclosed he had 'fist-bumped' the

suspect prior to the robbery, which could have led to a transfer of skin-cells and DNA of the suspect onto the victim. I explained to the victim the next steps that would be taken in the investigation and obtained contact details from him in order to provide him with updates in the case. As the victim was only staying in the area for the night, they were also supported in arranging transport home as their phone and means of paying had been stolen.

This incident involved the alleged use of a knife by a young black male with a London accent. Knife crime has increased rapidly in the past decade, and the use of such instruments appears to be more commonplace, with South Wales seeing a 67% increase in police recorded knife crime in 2022/23 compared to 2012/13 (Popham, 2023). There are three main theories as to why people decide to carry and use knives (McNeil and Wheller 2019), with self-protection and fear being a common reason. There is also a social aspect to it, with people carry knives to improve their street reputation and respect, and the third main reason is for the use in committing crimes, such as this incident of robbery, whereby the threat of a knife was intended to ensure the compliance of the victim to hand over their property in fear of immediate and unlawful force being used on them. The offence of robbery does not always include the use of a knife, but recent data shows that robbery involving a knife increased by 20% between 2021/22 and 2022/23 in England and Wales (Allen, Carthew and Zayed, 2023), suggesting that the use of a knife in the commission of offences is also on the rise.

Data on the use of knives by ethnicity is not well published, however, one limited scope review showed that in London in 2017, which is where the suspect was allegedly from, 50% of knife crime offenders were Black, Asian and minority ethnic (BAME) and 83% of offenders were male, with 35% being aged between 17 to 24 (Stott et al, 2021). The study also found that in robbery offences, young black men were 10.5 times more likely than young white men to be arrested (Stott et al, 2021). The study is aware that these figures will not show the complete picture, and the overrepresentation of BAME people in arrest statistics is to be expected as BAME areas are more heavily policed and BAME males are more likely to be stop-searched, thus increasing the detection rates of knife carriers and crime compared to other ethnic areas.

The impact of crime upon victims can be wide ranging and unique to each individual. The Office for National Statistics has put these impacts into four categories: physical harm, emotional or psychological harm, financial or economic harm, and privacy (Office for National Statistics, 2022). In this case, with a knife point robbery, which is quite a traumatic experience, the impact could have fit into all four categories, with particular impact upon their emotional wellbeing immediately following the incident. The way I treated the victim both in the short term and long term were influenced by the Victim Codes (Ministry of Justice, 2020). Whilst only some applied in this incident, the main focus was ensuring that the victim had the ability to understand and to be understood. The victim has a form of dyslexia which made it hard for them to read under certain conditions, therefore I tailored my approach when taking their statement, reading it out to them at regular intervals to make sure they knew what I was writing was correct. Due to the victim being upset due to the incident, and as they no longer had a mobile phone or means of payment to get transportation home, I helped to facilitate contacting family members who were able to arrange a taxi home. Due to their vulnerabilities, a Public Protection Notice was submitted in order to refer them to services that support victims of crime. As the investigation progressed, it was important to keep the victim updated at regular intervals and especially when there was a significant update. This especially important when on a later date, I and other colleagues identified and

located the suspect of the robbery and arrested them for the offence, and at this time they were wearing the victim's coat that they had stolen. This was a crucial step towards progressing the case forward to a trial and hopefully a successful outcome for the victim.

Reflecting upon the incident using the Gibbs Reflective Model (Gibbs, 1988) which is split into six parts, with the first outlining the incident which I have done above. I felt that at the time of the incident, I had done everything I could to support the victim from the first moment I arrived at the scene, to when I helped them to get transportation home. I ensured I acted in a professional manner and treated them with dignity and respect, and adapted my approach to their needs at the time to ensure that they had the best quality service that I could provide. It was also the first incident of this nature that I had attended, so it was a good learning experience. Overall, the victim was satisfied with our actions and service, however it was frustrating that the suspect was not identified and located straight after the event, as that would have enabled us to recover the stolen items and return them to the victim. I feel that the incident resulted in an ultimately positive experience from a police contact perspective as I was aware of the Victim Codes, which I used to ensure that I outlined the process of the investigation at an early stage to the victim, to manage their expectations, and also to refer them to external organisations for support, as this would help them to process what they have experienced and to seek advice. It also ensured that they were kept up to date with their investigation, and this was especially important when the suspect was arrested. From this incident, it has reinforced my knowledge of what I need to do to ensure that my treatment of victims is adapted to suit their individual needs, and this was a good incident to experience and develop going into future calls. If I were to repeat this incident, I would have tried to ensure that I had the required equipment to take forensic swabs from the victim, as this had to be arranged at a different location, taking up more of their and our time.

This incident was complex in nature, and it was important that I took my time when dealing with the victim to ensure that I met their needs and expectations, and also gathered all of the information that I needed to develop the investigation. A knife point robbery is a relatively rare occurrence, but the impacts that they have on the victims can be severe. Thankfully in this case, the knife was not used to injure, and was only used as an intimidation and fear tactic to make the victim hand over their valuables. Whilst interacting with the victim, I was acutely aware of the traumatic experience that they had just gone through, so it was vital that I took my time collecting their statement, and explained to them the process so that they understood what was going on. The referral to victim support agencies will help them to manage the longer-term effects from this crime. The Victim Codes are an important way to ensure that victims of crime receive the best care and support from the first moment of contact, all the way to the conclusion of the case, with this case hopefully leading to a successful prosecution of the suspect and outcome for the victim.

Total Word Count: 1643

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.

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

ANSWER:

As a response officer, I attend numerous calls every shift where no two incidents are the same, which requires me to be able to make decisions that are based on the organisations policies, and more crucially, my own judgement. On attendance at incidents, it can either lead to it being dealt with then and there, or it can lead to a prolonged investigation into a suspect, and certain aspects into the way I conduct such an investigation, such as materials gathered during the investigation and disclosure of that information to the relevant parties such as the defence is governed by the Criminal Procedure and Investigations Act 1996 (CPIA 1996) (*Criminal Procedure and Investigations Act 1996*). In this essay, I will assess an incident where I played a critical role with an offender and reflect upon the action I had taken based upon the National Decision Model and Code of Ethics and how this affected my use of discretion. I will then critically review my responsibilities during the investigation as governed by the CPIA 1996.

Early in the morning on my first day shift of the set, a call came in of a report of a male "smashing the kitchen up". Upon arrival I was let into the house by the father of the suspect and went into the kitchen to discover smashed glass and items strewn across the room. The father informed us that his son had come back from a night out and had an argument with his mother, and had an angry outburst, slamming a kitchen door which caused a glass panel to fall out and smash onto the floor. Upon gathering the initial details of the incident from the victim, it was clear that there were two possible ways to deal with the suspect, either give them strong words of advice, or arrest the suspect. These options were presented to the victim, and it was decided that the best course of action to take in this case was to arrest the suspect, as this was not the first time that he had caused

damage inside the property, and it would be hoped that it would act as a deterrent and dissuade him from future crime. As part of the investigation, a victim statement was collected from both parents, I took pictures of the damage on my body worn video device, and I also recorded the arrest of the suspect as they may have made significant statements whilst they were under caution. As I arrested the suspect at the very start of the shift, I was able to gather all the necessary information and evidence and also interview the suspect all in the same shift. The suspect admitted to all the damage in his interview, so was charged with the offence.

Throughout the incident, from receiving the call, all the way up to interview and charging of the suspect, I was guided by the National Decision Model (College of Policing, 2013) and the Code of Ethics (College of Policing, 2024). The National Decision Model is a useful tool that can be applied to all decision making based on six key elements. The first is to gather information and intelligence. This was started prior to my arrival at the incident, with information such as who lived in the house, and their previous contact with the police. This goes hand in hand with the next element, assessing the threat and risk, and develop a working strategy. It was passed over my radio that the subject had previously been arrested for stabbing his brother two years prior, so it was clear that we would need to ensure that safety of all those involved was safeguarded, and the appropriate equipment such as my stab vest and appointments were worn. Upon arrival at the house, further information was gathered by talking to the father, who gave a detailed account of what had happened, and stated that the subject has a history of outbursts which have resulted in damage being caused in the past. The Code of Ethics ensures that at all times, officers' decisions and actions are lawful and consistent with force policies (College of Policing, 2024). Actions that officers take can have a significant impact on those who it affects, and often our decisions are led by those who are the victims of crime.

Police Officers are in a relatively unique position in that they are able to exercise the use of discretion. Arguably the police have the greatest opportunity to use discretion compared to other parts of the criminal justice system, such as judges (Wortley, 2003). Discretion is the ability to freely choose what is done in a certain situation and can be as simple as choosing how to investigate an incident, or can be more complex such as utilising the power to arrest or not. Each decision must be justified by the officer and based on the National Decision Model and Code of Ethics. Due to the age of the subject and with them only just turning 18, there was the opportunity to use discretion how we dealt with the matter, as criminalising young people is often taken as a last resort. However, the parents expressed a wish to make a complaint and give a statement, and it was decided that the suspect would be arrested, to hopefully act as a deterrent in the future to avoid such outbursts and situations again.

Once the suspect was in custody and all the outstanding enquiries had been completed, I was able to conduct the interview, putting forward the allegations to the suspect, and giving them an opportunity to tell their side of the story if they wish. The CPIA sets out disclosure in investigations, and in this instance, during the interview stage, it was pertinent as to what was disclosed to the solicitor. As it was a relatively low-level offence, all the information that we had gathered during the investigation, such as pictures of the damage and that the victims were supporting police action, was disclosed. As I act as an impartial investigator, all relevant material must be disclosed, especially if there is material that undermines the prosecution and helps the defence. Failure to do so could have a detrimental impact upon the case, and also bring into question my own integrity.

The CPIA also sets out that material gathered during the investigation must be retained, and with the use of technology and online systems, this has become easier, with pictures taken on my body worn device being uploaded to a dedicated system whereby I can categorise it so that it is retained in a place where it is easily accessible. Other information that such as witness statement and interview notes and recordings are also done digitally so this negates the keeping of physical copies.

During the interview, the suspect admitted to all of the offences put to them during interview, and as a result, a casefile was created, which contained all the information gathered during the investigation, and it was ensured that it was up to a standard so that the CPS could make a charging decision. As there was sufficient evidence and the suspect had admitted to all of the offences, the suspect was charged with criminal damage. As they had only just turned 18, and the parents later expressed a wish that the matter did not proceed to court as they would likely have to pay any costs due to the defendant still being under their care, it was decided that it would be in all parties best interests to settle the matter with an out of court disposal, with the defendant engaging with youth services to address their anger management. I felt that this was a suitable outcome to the case as it addresses the source of the offence, and saves all parties involved time and money.

This incident presented me with a good opportunity to conduct a thorough investigation into an offence from attendance at the initial call all the way up to the conclusion of the matter. It also gave me an opportunity to use my discretion to ensure that the best possible outcome came from the situation. Arguably the most crucial part of the incident was the initial attendance, as this is when the golden hour investigation is conducted, which this is the timeframe in which the best available information and evidence can be collected. After gathering the information and evidence, I was able to use the National Decision Model and Code of Ethics to ascertain what options were available to myself, and I used my discretion to give the victim the opportunity to express their wishes, and to be guided by what action they wanted to be taken. During the investigation, I was aware of the provisions set out in the CPIA which dictates how to handle information and evidence, as well as what to disclose during the interview stage. As I was informed of the National Decision Model, Code of Ethics and the CPIA, I was able to conduct the investigation to the highest standard and ensured that it stood up to scrutiny in court if it were to reach that stage. The investigation did not reach court, and instead it was decided by the police and victims that an out of court disposal was the most appropriate course of action, which brought about a satisfactory conclusion to the case for all parties involved. This incident was a valuable learning experience, as it was the first case that I have been involved with from start to end, and I am able to reflect upon my actions and critically assess whether I made the correct decisions, which upon reflection I am certain that I did to the best of my ability, and I can use this incident as a good building block for the future.

Total Word Count: 1642

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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Signed: Theodore Baker

Date: 14/06/2024