

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)

Learner name: _Hari Steffan BUTTEN_____

**Learner's University Registration Number:
__2236520_____**

FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

In this task I aim to discuss and compare the coping strategies that I have applied to develop resilience and minimise stress in the first six months of learning since being attested as a Police Constable.

Lazarus and Folkman (1984), define stress as an environment that is evaluated by a person to be demanding on his capabilities and resources and to endanger his well-being. The NHS (2023) simply defines stress as being the body's reaction to a situation of feeling under pressure or threatened.

Harms et al. (2018) define a resilient person as someone who faces adversity and goes on not only to cope with the trauma-induced event but applying it to enhance their future experience and wellbeing. Similarly, the American Psychological Association (2014) defines resilience as the process and ability to adapt well in challenging situations, especially through an emotional, behavioural, and mental flexibility.

During the initial six months of learning I occasionally encountered challenges that prompted a need to develop coping strategies to better manage these challenges and build my resilience to be able to face the challenges. One of the main challenges I faced was often feeling overwhelmed with the workload and the amount of context I had to learn.

I found myself early on in the six months in a trap of not giving myself a break and I would come home from work and go straight into trying to learn and better understand what I had been taught in the day's lessons in readiness for the exams. Kumari (2014), states that inadequate rest is one of the contributing factors to pre-examination stress and I felt like I was guilty of not taking a break and placing added pressure on myself.

Taking breaks is a key coping strategy in stress management and it is important to find things that can help us take a break from the activity that is causing us to stress (Carr, et al. 2011). I realised that I had to do something proactive to take a break and to give my mind a rest from the books and studying. I quickly developed a routine where I would religiously go for a brisk walk every night when I returned from work.

It is believed that a regular form of exercise is a good strategy to drain off ongoing stress, and although I acknowledged that a short walk would not make any of the revision or workload

go away, it gave me an opportunity to take a break and decrease my stress levels (David and Posen, 1995). Walking is known to increase the blood flow to the brain (Randolph, 2016) which then subsequently promotes a clear and healthier mind-set which helped to build my resilience to be in a better frame of mind when going back to revise after the break. I was also able to return to my revision with a clear mind.

Additionally, taking these small micro-breaks from my work and going for a walk helped improve my performance and productivity as it is understood that individuals that take breaks are kept more focused and engaged in their task and are able to concentrate to a higher level, making fewer errors and being more creative (Randolph, 2016).

Another strategy I developed to help me build resilience and minimise stress was to better manage my time. Time-management can be seen as a skill that helps to prioritise tasks appropriately and to stay realistic with workload (Sarfaraz et al, 2017).

It is believed that students that have better time management skills are found to be more effective workers and subsequently have lower levels of stress and a higher level of morals (Forbus et al, 2011). Early on in the initial six months of training, I utilised this approach to give me a clear structure to my learning by breaking my revision tasks into categories and allowing myself enough time to complete tasks whilst setting clear but realistic deadlines. Having a good structure and an ability to be able to timetable your tasks clearly to reach a main goal helps you on being focused on getting the best results (Sarfaraz et al, 2017).

I believe that this strategy definitely helped me in terms of minimising my stress and building resilience as I was clearly able to see what was needed to be done and by when. A Hafner et al (2013) state that time management, if used effectively, can be used as a form of coping strategy, which, from my experience, is true.

From looking at the two coping strategies I have used during my initial six months since being attested as a Police Constable I believe that both have been very useful and have enabled me to minimise the risk of exposing myself to stress whilst also permitting me to build resilience. The first strategy I spoke about, taking regular walks every night to break up the day, certainly helped me to relax and to ensure that I did not overwhelm myself with my workload. However, on the other hand, the importance of time-management has equally been vitally important in ensuring I am able to visualise my workload and make sure that I am capable of meeting the deadlines within tight timeframes.

These two coping strategies may come across as contradictory in that the time management strategy emphasised completing my workload within tight deadlines whilst the reducing stress strategy focused on taking regular breaks to go for a walk. However, both strategies complement each other as I could use time-management to factor in my allotted time to take breaks and go for a walk to reduce stress. Additionally, the regular walks and exercise allowed me to relax and return to my work with full focus and equally I did not worry about the work when I was on my break as I knew that I was following my timetable and had allowed myself enough time to meet the deadlines and learn the context.

To conclude, I believe that both the coping strategies I have used during my 6 months initial training have worked effectively for me and they played a vital part in ensuring that by applying them I had developed resilience and minimised the risk of exposing myself to stress. Going forward I feel like these strategies will remain useful for my development. Nonetheless

when I will be working on shift, I will not always be able to take breaks or manage my time due to response demands. However, I can apply these strategies when I am on my rest-days or between shifts to continue with developing resilience and minimise stress.

(1098 words)

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:

During this task I aim to critically assess an incident that I have dealt with whilst on a response shift in my tutorship at Barry Police Station.

It was a late shift when a call came across the police issued radios asking for any units to attend an immediate response call to a local public house where there was a disturbance on-going between two persons. I was aware of the risks that the call posed already due to the call being in a public house which can often escalate the situation.

After receiving the immediate response call, I instinctively started to think through the National Decision-Making model (NDM). The NDM assists officers in striking the right balance between their operational duties with the health and safety duties within the police service (Health and Safety Executive, 2021).

Firstly, I tasked the control room to carry out relevant checks on Niche and the Police National Computer (PNC), which are police records management systems. I did so to gather as much information and intelligence before our arrival (Jansen, 2018). Additionally, I managed to gain further information of the description of persons involved from the reporting person who was still at the scene, to help me quickly identify the offender when we arrived to try and minimise the risk of further injury to members of the public (College of Policing, 2014).

I assessed the threat and risk by utilising the information and intelligence I had already gained to consider the threats posed to myself as well as members of the public and tried to develop a working strategy into assessing how best I would minimise the threat and risk in this situation. I had to critically assess what I was trying to achieve and the best methods of

achieving it in a safe and ethical manner. I was aware that one of the risks that faced us was that the persons involved were outside a public house which meant there was a strong possibility that these persons were intoxicated through the consumption of alcohol, which increased the likelihood of violent crime and or behaviour. Official statistics show that in England and Wales, most violent crimes and violent incidents occur on the weekend (62%) and 61% of these at night, most commonly between 2200hrs and 0600hrs, and alcohol is believed to be a large contributing factor of this (Institute of Alcohol Studies, 2020).

Whilst we were code 5 and on route to the incident, we gained further information from another call that had been received by the control room by another witness that had reported that the 2 persons were now fighting outside the public house. Additionally, this person was reporting that a window of a car parked outside had been smashed by one of the individuals involved (Holmes, Boulton and Panter, 2021).

I had already considered powers and policies on route to the incident, however on our arrival, the two males were still arguing, and the situation was very much still heated. I had considered the powers I had, for example using force under Section 3 (*Criminal Law Act 1967*) in the prevention of crime, as well as utilising powers of arrest under section 24 of the Police and Criminal Evidence Act (PACE) 1984 if offences had been committed and being able to use reasonable force to proficiently undertake the arrests under section 117 of PACE 1984 (Park, 2018). However, these powers along with many other powers available to me would need to be assessed as the incident progressed to see what was appropriate and justifiable at the time of implementing.

On our arrival, I was aware that I needed to talk to the males involved, so I spoke with one whilst my colleague spoke with the other. I instantly activated my body-worn video camera issued by South Wales Police to capture the best evidence of the scene and as it was best practice to protect myself and others at the scene. Body-worn cameras have many benefits. White (2014) notes that they are found to sometimes to improve offenders' behaviour due to the fact that they are aware that their behaviour is being recorded by a police officer at close range. Additionally, the use of body worn cameras improves the transparency and legitimacy of the actions taken by officers.

Whilst still constantly working through the NDM and identifying my options, I also had to constantly think about contingencies as the incident was constantly changing in terms of its dynamics and the demeanours of those involved.

The male that I was interacting with was very irate and was shouting over me stating that he was the victim and that he wanted the other person arrested. However, I could subsequently hear the other male that was with my colleague shouting similar allegations.

Although I knew I had numerous options available to me, for example my appointments, such as my baton and PAVA spray, I knew that firstly, my best and arguably most effective option I had was my communication skills. Communication is a practical approach for managing or preventing conflict escalating (Zucker, 1015). As stated in a College of Policing article (2020), Police officers customarily adapt to manage conflict situations in the least intrusive method possible without utilising physical force. Dialogue and communication, when used effectively, can be the best method of defusing, preventing, and managing situations that pose a risk of possible conflict.

Although this was a very hectic incident when we first arrived, it was important that I kept my cool. Agastra (2018), states that it is important for a Police Constable to know and understand how best to communicate with parties. She states that it is recommended that attitudes shown towards parties involved are audibly clear, stable, and that an officer remains to look calm and to show professionalism to gain control. I felt like I did keep calm and did not get flustered during this incident, which helped with handling the situation.

However, as the subject person was not always complying with my demands and occasionally being passive aggressive, I then utilised the five-step appeal to attempt to get compliance from the subject as he was very resistant in cooperating with any commands, such as when I asked him to step back (Association of Chief Police Officers, 2015). I feel like this method did work as when I was getting to the personal appeal stage, and reminded him that this could result in him getting arrested and having a criminal record that could have personal implications, the male would then start to comply. However, I do believe at times that I gave him too many chances and should have been firmer with my commands. In future incidents of this kind, I believe that I could act quicker, if appropriate, to prevent any escalation and to gain control on the situation sooner.



Even though I had my body worn video camera running, for extra security I asked over the radio for the local authority to change the direction of their camera on the street we were located to face ourselves and the scene of the incident to both monitor in case of escalation, and again to gather evidence of the scene and the individuals involved. Additionally, the CCTV can be monitored to gather information and intelligence to ensure that, if appropriate and necessary, extra units are deployable before the situation escalates and to prevent escalation of a public order situation (Circo and McGarrell, 2021) (College of Policing, 2015).

As time went on, and I attempted to gather information of what had taken place prior to our arrival at the scene, the individual I was talking to was becoming more agitated and I believe this may be as I was getting closer to the truth of what had really happened. As we tried to establish whether any offences had been committed and by whom, my colleague spoke to a witness that stated that she had seen the whole incident unfold.

The male then started to get irate and aggressive as he had heard a member of the public shouting and identifying him as the aggressor. I could see the situation escalating, however, I attempted to keep the subject calm by communicating clearly and remaining calm with him, as I remembered back to my training and the 'Betari Box' model. I was aware that my attitude and behaviour may have an impact on the subject:

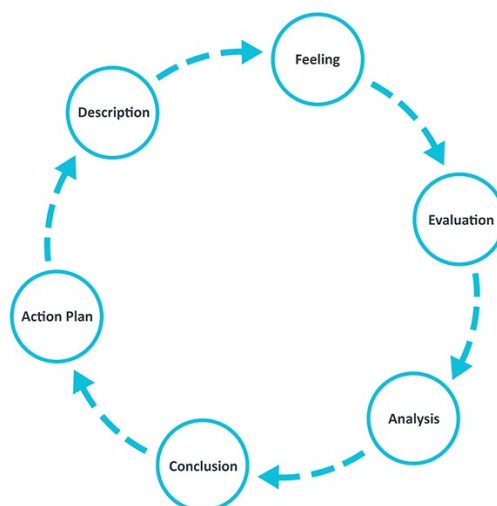
Betari Box model: My attitude affects my behaviour → my behaviour affects their attitude → their attitude affects their behaviour → their behaviour affects my attitude (Jurczyk, 2022).

Therefore, I reverted to my communication skills to attempt to defuse the situation and best manage the subject's attitude and behaviour.

With the information that my colleague and I had gathered, I then had enough suspicion to arrest the subject for the offences committed. I informed the subject that he was under arrest and quickly and safely placed him in handcuffs for the safety of himself, members of the public and officers. The subject did not agree with the fact that he had been arrested and started to become actively resistant and was quickly becoming aggressively resistant. I was aware that I remained in a fairly isolated situation as myself and my colleague were heavily outnumbered outside this venue if the situation were to escalate. I was also aware of the fact that the male I was dealing with had a large number of his friends around me and they also seemed to be heavily intoxicated. I knew that being aware of my surroundings was vitally important and understanding the drinking culture and the individuals' behaviours and attitudes, by managing people's expectations and having clear communication was crucial (Fadaeimanesh, 2011). We quickly and safely placed the subject into the back of the van for him to be safely conveyed to police custody.

At this point, the owner of the vehicle with the smashed window had arrived and was clearly distressed and upset with what had happened to his vehicle. The victim did not speak English, resulting in communication difficulties. I could see that the victim was confused as to what had happened to his car. I therefore rang Language Line on my police issued mobile phone to get a professional Polish translator to be able to effectively communicate with the victim. I managed to inform the victim of what had happened and explain what would happen next. I also managed to place a victim focus referral in for the victim for future support. Using organisations such as Language Line is found to help provide a significantly higher quality service, bridging language and cultural barriers (Hornberger, Itakura, and Wilson, 1997).

Throughout the process of working through the incident and post the incident, I continued to review and assess what had happened and what was happening accordingly, aligning with the NDM. Whilst reviewing the events that happened, I used the 'Gibbs Reflective Cycle'.



I critically looked into each element of the 'Gibbs Reflective Cycle' as shown above. Firstly, I reflected on 'description'. I thought of what had taken place and the incident as a whole. I then thought of how this made me feel; the incident as a whole felt as if it was managed well, however, at some points, I did feel isolated (Wikström, 2012).

When evaluating the incident, I believe that I managed the incident well through using tactical communication skills. I believe that I kept control of the situation and although I was outnumbered, I feel like others at the scene knew that I was in control due to clear, fair and stern communicational demands given. However, the incident could have been over much sooner if I had the confidence to make the arrest sooner with the information I had and that may have minimised the possibility of escalation much sooner.

Furthermore, while looking at the analysis section of the 'Gibbs Reflective Model'; I believe that I utilised the '*Betari Box model*' well, which enabled me to ensure that I did not needlessly escalate the situation by raising to the subject's behaviour but rather tried to defuse the situation. However, I do believe that this incident could have been prevented if we as officers had patrolled the area more or if the venue had security, as the routine activity theory explains if there was a presence of a suitable guardian then the likelihood that these offences occurring would have been diminished (Miro, 2014).

To conclude, I do believe that I was fair throughout this incident and respected all persons involved, and whilst working through the NDM, I ensured that I kept in line with the code of ethics and standards of behaviour in every decision made. I believe that I used effective communication skills that assisted in the prevention of any escalation.

In an action plan, in alignment with the reflective model, I believe that next time I would act on information and intelligence sooner to come to a safe conclusion quicker. Nonetheless, it is important that I am also not too hasty and subsequently make rash and inconsistent decisions.

(2179 words)

Task 3

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

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

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

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

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

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

ANSWER:

In this essay I aim to critically explore a policing incident that I have attended and played a significant role and I will aim to examine how I dealt with competing issues such as legalisation, social issues, culture and language.

I will discuss a domestic abuse incident I attended whilst in my tutorship period at Barry Police Station in South Wales.

The report received by police was a third-party report of a disturbance on-going at an address. It was believed that this was a domestic incident, however this could not be confirmed. Whilst on route to the call I ensured that I collated all the information and intelligence available in line with the National Decision-Making Model (NDM) (O'Neill, 2018).

On our arrival, I activated my Body-Worn Camera as per force policy as it was a domestic incident. We then spoke with both parties at the address separately, thus allowing both parties to be able to speak freely. This has been found by Robinson and Stroschne (2005) to better the victim's experience when dealing with the police as they feel like they are better listened to and that the police are making an effort. I initially spoke to the reporting person downstairs, whom I now know to be the victim in this incident. I immediately noticed a small red mark just above her right eye. I asked the victim to explain what had happened, and asked how the small red mark I could see was obtained and whether it had been obtained today. Initially, the victim stated that she did not have a red mark and was not really open to speaking with me. However, I noticed that the victim only spoke very broken English, therefore I established that the victim's first language was Polish, and I rung Language Line and obtained a Polish translator who was able to assist in communication between myself

and the victim. I immediately noticed that the victim was much more comfortable talking in her first language and was giving lengthy answers to my questions compared to only answering yes or no previously.

According to Pinn and Chunko (1997), one of the failing factors of agencies when dealing with victims of domestic abuse is when they fail to recognise that a translator is required or the unavailability of a translator in the victim's first language. By using the translator, the victim opened up and disclosed that the red marking that I had noticed on her face was in fact caused by her partner that my colleague was talking to. The victim then rolled up her jumper sleeves and showed numerous bruises and marks that she stated had also been caused by the perpetrator.

In the past, the seriousness of domestic abuse was overlooked by police officers and others alike. Arresting an individual when attending an incident of domestic abuse was often seen as the least favourable option even when there were clear necessities for arrest (Bard and Zacker, 1971). However, how domestic abuse is perceived has dramatically changed and domestic abuse is taken very seriously by police forces these days. South Wales Police Policy requires police officers to take positive action where it is deemed appropriate to reduce or remove the threat in an attempt to prevent anyone from suffering harm. Where an arrest is not deemed necessary then other methods of positive action are required, such as removing an individual from the address to prevent a breach of the peace or just separating the parties involved allowing them to have a 'cooling down' period.

Whilst talking to the victim I could see that the whole experience had been traumatic and that it had taken a lot of courage for the victim to be able to tell me what she had told me with regards to her and her partner's relationship. It is vitally important for me to be able to address the victims needs and make them feel safer and not worsen the situation for them.

The criminal justice system can often be confusing for victims of crime and leave them feeling isolated due to not knowing what is happening and when it will happen. This is why it is vitally important that the Victims Code of Practice are followed. The Victims Code of Practice are made up of twelve codes that are designed to ensure that the victims are not forgotten during the investigation and the broader criminal justice system (College of Policing, 2021).

Whilst interacting with the victim of this incident, I was constantly considering the Victims Codes of Practice to ensure I was providing a satisfactory service to the victim. However, I aimed to provide a better service than just meet all twelve codes, as these are the minimum standard expected to be provided.

The first victim code for the victim is to be able to understand and to be understood. I ensured that the victim understood me and that she could be understood by utilising a translator due to there being a language barrier. This is one of many contingencies that may be used in incidents that fall inside the NDM. However, it was more than just the language barrier, I needed to ensure that the victim was aware of what was happening and the reasons behind them for reasons of safeguarding.

Victim code two and three are to have the crime recorded without a delay and to be provided with information when reporting a crime. Both these were met when interacting with the victim as the crime had been reported on our systems and I updated the Modus Operandi,

to ensure that the offences committed and the circumstances surrounding them were noted correctly without any unjustified delay (Fosdick, 1916). I then provided the victim with information such as the police occurrence number and a Victim Information Pack that had full details of the criminal justice system etc.

Ost and Gillespie (2023), believe that one of the most pertinent rights for the victim is the victim's right to be referred to support services. In this incident I offered the victim a referral to receive support off Victim Support to which she accepted. Additionally, I gave the victim Live Fear Free's number as well as a specialised Polish Domestic Abuse support group that are situated in South Wales.

I do believe sometimes that I may be overloading the victim with information and giving them too many options for support rather than just offering a singular support network which could confuse the victim. However, Robinson and Tregidga (2007), found from a study made with high-risk victims of Domestic Violence in Cardiff that having multi agencies available to support is beneficial and that having different numbers to ring and ask for support is often better than just having a singular, as it gives victims options for what support network works better for them.

I also took a Victim Personal Statement from the victim, which is another one of the twelve rights. I explained what a Victim Personal Statement was and informed her that it allows the victim to tell the court room of how the crime has affected herself and that this was the opportunity for her to get her voice heard. It is argued that the Victim Personal Statement can be one of the most powerful and meaningful procedures in the whole criminal justice systems process for the victim. Roberts and Manikis (2013), argue that a greater participation in Victim Personal Statements would increase the overall welfare of victims in the country.

Other rights such as details surrounding compensation, information with regards to a trial, and the process of being a witness, expenses and getting property returned were also briefly explained to the victim by myself but I also directed the victim to the appropriate pages in the Victim Information Pack that explained these in more detail.

Additionally, I gave the victim my collar number, name, and work email/mobile number so that she could contact me with regard to this incident if she had any further questions. I explained that a translator could be used during all interactions with the victim to enable clear and effective communication. I also explained the remainder of the victim codes to the victim, explaining that the victim would be informed at every point during the investigation and that she would be informed of any information following a conviction, be informed of the outcome of the case and any appeals if applicable, and information on how to make a complaint about one of the victims right not being met if she felt it was applicable (Ministry of Justice, 2023).

Whilst talking to the victim in this incident I completed the Domestic Abuse, Stalking and Harassment, and Honour Based Violence (DASH) risk assessment which is a standardised risk assessment tool used by police forces to assist with establishing the risk that may face the victim from the offender (Turner, Medina, and Brown, 2019). I asked the 27 risk assessment questions within the DASH report, and I gained consent to be able to share the DASH report and a Public Protection Notification with partnering agencies to obtain further support for the victim and safeguard the victim going forward.

After this incident, I used the SWOT analysis tool to critically assess how I managed this incident (Sabbaghi and Vaidyanathan, 2004). There were many strengths in the way I dealt with the victim such as acknowledging quickly that there was a need for a Polish translator. This allowed the victim to open up about the issues she had been facing and it complied with the first victim right which is to be able to understand and be understood.

Weaknesses from this incident may include the fact that although I asked all the DASH questions correctly, this may have sounded a little robotic. Therefore, I may need to work on the way I present the question into a conversation rather than making it sound so forced.

There are many opportunities to develop moving forward. By improving the way I present and ask the DASH questions this may make victims more open to disclose further information as they will find the conversation less forced and less formal.

From analysing the incident, the threat that I faced was that the victim may not have felt comfortable talking to the translator through the phone and this could have hindered her trust. It may be worth in the future considering taking the victim back to the police station and arranging a translator to attend in person, however this method worked in this particular situation.

(1756 words)

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:

In this essay I will aim to discuss and critically assess a rape incident that I attended and played a significant role in with the victim. I will reflect on my use of the National Decision-Making model (NDM) and the Code of Ethics as well as critically reviewing my responsibilities with regards to the Criminal Procedure and Investigations Act (CPIA) 1996.

Whilst being tasked to attend an immediate response call to an address where an abandoned 999 call had been made to police, there was not much information to go off. I utilised the NDM and thought straight away of the information and intelligence that was available to us. I tasked the control room to complete searches on the phone number used to see whether there were any persons linked to the number. I also requested for searches to be made on the property that the number had reportedly called from.

The completed searches informed us that a number was linked to a vulnerable female who was a medium risk domestic abuse victim from her current partner. This demonstrates how important it is to submit information and intelligence on numbers, addresses, individuals, etc, as it ensures that there are no intelligence gaps and that they can be used in future to link nominals with associated addresses such as in this instance (Sheptycki, 2004). This information and intelligence allowed us to know where the call had come from although it did not offer much more information on the nature of this call due to it being an abandoned call. It did however, give me the warning markers on the address and the caller and her partner that could possibly be involved in this incident for my own safety and the safety of my colleague.



As we arrived at the address there was a clear sign that there had been a disturbance at the scene. I continued to fluidly use the NDM throughout this incident. There was damage all along the hallway of the property with glass smashed on the floor and a door hanging off its hinges. At this point I had to re-assess the risk as there were many risk factors facing us, such as the broken glass on the floor and the possibility that the offender could still be at the scene. I quickly located the victim in a bedroom upstairs and she informed me that the suspect had left prior to our arrival. The victim was in a state of shock and was clearly very upset. I asked questions with regards to what had gone on and the victim explained that she had been raped by her partner.

I instantly acknowledged that this was an incident of the upmost sensitivity and along with all aspects of policing I had to adhere to the code of ethics and show the victim respect. Rich (2019), refers to the importance of respecting victims by respecting their privacy and dignity whilst also trying to extract relevant information to attempt to obtain relevant information within the Golden Hour.

The nine codes of ethics are built around the Nolan principles for public life but with two further being set for policing as 'fairness' and 'respect'. It was integral that these codes of ethics were met and maintained throughout the initial account and disclosure with the victim and going forward throughout the investigation and police involvement (College of Policing, 2014) (Westmarland, 2016). Reflecting on how I dealt with the victim, I believed that I offered continued comfort and reassurance. This allowed me to build a rapport with the victim that I believe allowed her to feel more comfortable and be able to speak freely to myself (Jakobsen, 2019).

Accountability	Integrity	Openness
Fairness	Leadership	Respect
Honesty	Objectivity	Selflessness

I knew every decision I was going to make with regards to being the first officer on the scene would have a big impact on the victim's life and on how she perceives the police. I knew that one of the main issues facing victims of sexual offences such as rape is that they do not believe that they are being listened to or believed whilst reporting to the police (Cybulska, 2013). Therefore, I wanted to ensure that I did everything I could to reassure the victim. I personally feel like the victim did feel reassured although I believe she was overwhelmed and clearly upset. However, I believe that through being open and honest I managed her expectations accordingly.

I developed a working strategy, by informing my supervisor of the crime being reported at the scene and that the suspects whereabouts were unknown. Additionally, I also informed the Rape Investigation Team (RIT) for them to be aware of the incident. I knew I needed to develop and collate the 'Golden Hour' evidence and enquires. The 'Golden Hour' relates to the time immediately after the offence has been committed. The early hours of the investigation are often key in its success to ensure that best evidence is captured (Goldsworthy, 2012).

I then considered policies and powers, and as a trained Sexual Offences First Responder (SOFR Officer) I started to gather the initial evidence needed to ensure that I collected best evidence and gave the victim a fair process. I was aware of the importance of adhering to policy such as not activating my body-worn camera due to the crime that had been reported (Plefrey and Keener, 2018) therefore as soon as I was made aware by the victim that there was an allegation of rape I turned my camera off. I logged this in my update for continuity reasons.

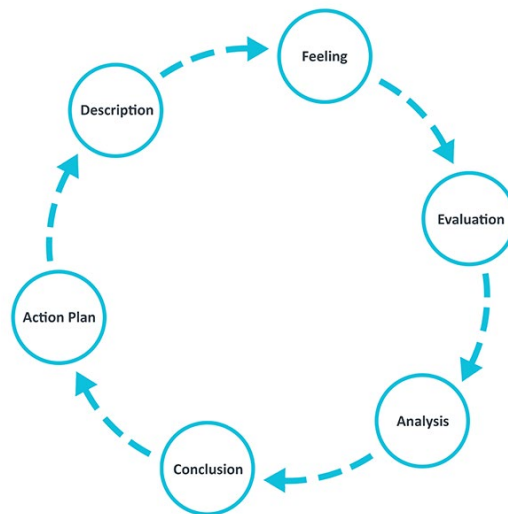
Additionally, I knew that under the provision of the CPIA 1996, as an attending officer and as the initial investigator, I had a responsibility to be able to identify any lines of enquires that I deemed to be reasonable and proportionate and to collect available material and evidence to enable us to investigate those lines of enquires. I must also record all relevant information and retain the information from the outset of the investigation (Anderson, Sampson and Gilroy, 2021). Furthermore, the CPIA 1996 requires me as an investigator to investigate towards the named suspect that the victim identified but also investigate away from the suspect to ensure that no aspects are missed and to ensure a fair process in the criminal investigation.

The Ministry of Justice states that a criminal investigation is one that is carried out by a police officer with the intention of ascertaining whether a person or persons should be charged with an offence and ascertaining whether they are guilty of an offence (Ministry of Justice, 2015).

Following on through the NDM, I identified options and assessed contingency plans. My main priority was to safeguard the victim and help her seek medical attention if required, however another priority of mine was to ensure that the suspect was arrested as soon as practicable. I had to put a contingency plan in place and pass observations on to fellow colleagues as I did not want to go and conduct arrest enquires for the suspect due to the risk of cross contamination (Badiye, Kapoor and Shrivastava, 2020).

With all the information I had gathered and having considered all relevant procedures, I then took action and started the physical part of gathering the evidence. Looking back at the actions I took, I am going to use the Gibbs reflective model to critically review my actions as

it enables me to use the six-staged approach to reflect on how I managed the situation and identify areas for improvement by reflecting on my thoughts and feelings (Ningrum and Ariani, 2020).



I firstly completed the PPD3 booklet with the victim. This is an initial investigation booklet that is used with victims of sexual offences such as rapes. This booklet is used to capture the initial disclosure and first account from the victim.

I felt as if I managed to get a good first account from the victim. From evaluating the account, I believe the information obtained was of a good standard and one that produced numerous lines of enquires which I could investigate, complying with my responsibilities under the CPIA 1996. On further analysis I believe that through effective communication skills and the use of empathy, the victim was able to give a significant amount of detail in traumatic circumstances. A study carried out by Maddox, Lee and Barker (2011), found that police empathy towards victims of rape had a positive correlation with victims' likelihood of supporting a prosecution and taking the case to court, and decreased the probability of them having post-traumatic stress disorder (PTSD) and victim shaming. However, on conclusion I believe that I could have obtained further details on where the incident had taken place. Although I had the victim narrow it down to her bedroom, I believe I could have been more specific with the details for purposes of informing the Crime Scene Investigators (CSI). An action plan for the future would be to ensure that I get the best amount of detail possible on the location of an offence.

I also obtained an Early Evidence Kit (EEKs) which is designed to obtain valuable forensic evidence as soon as practicable (Hohl and Stanko, 2015). The EEK contained samples such as urine and fingernail samples. I felt like I had obtained all the samples needed although I did not obtain every sample in the kit as I did not think they were all appropriate to the offence, therefore I used my discretion in what samples were needed. When evaluating the use of the EEK I believe that it was the right decision to use the EEK as it ensured that we collected as much forensic evidence as possible as we waited for the full forensic examination to be taken by the Force Medical Examiner (FME) in the Sexual Assault Referral Centre (SARC). On analysis, I believe I was patient with the victim as these samples were taken which helped the victim feel respected. However, I do believe I could have

explained the reasons for taking each sample. Although it was explained, I believe I could have gone into further details. An action plan for future use would be to explain specific samples and the reasoning for obtaining them.

Additionally, I completed a Domestic Abuse, Stalking and Honour Based Violence (DASH) risk assessment with the victim to safeguard the victim and to allow us as attending officers to establish the risk that the perpetrator poses on the victim and help us to respond effectively, and put sufficient safeguarding measures in place along with submitting a Public Protection Notification (PPN) to make partnering agencies aware (Robinson, Pinchevsky and Guthrie, 2016). I also put a Victim Support and a New Pathways referral in for the victim.

To conclude, in this essay I have critically assessed a policing incident that I attended and played a significant role as a SOFR officer with a victim of rape. I have reflected on my use of the NDM and the way I mentioned how I complied with the Code of Ethics and how these bettered the victims experience and willingness to work with me to obtain best evidence. I also critically reviewed my responsibilities under the provision of CPIA 1996 and explained my actions to adhere to CPIA 1996 whilst conducting an investigation.

(1876 words)

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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