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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.

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Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this essay I will be discussing and comparing the coping strategies I have applied to develop resilience and minimise stress since being attested as a Police Constable. As I will be reflecting on the strategies used, I will be using Borton's "Model of Reflection (Borton, 1970) to do this. Borton's reflective tool has 3 different stages which I will look at in turn. The first stage I will discuss is "what?" where I will define what exactly is meant by the terms stress and resilience and I will explore why it is vital to effectively manage my stress in my new career as a Police Constable. The second stage of Borton's reflective tool poses the question "so what?", and it is here I will explore two different coping strategies I have applied to minimise stress and develop resilience and I will explain how they have been effective in doing this. The last question considered is "now what?" which is more reflective in nature and so I will be discussing and evaluating what worked and what didn't work. I will also be considering which coping strategy I will take forward with me throughout my career to help minimise stress in what, compared with other occupations, has been identified as a particularly stressful occupation (Burke, 1998, pp.345-362).

Stress can be defined as "a psychological state derived from the person's appraisal of their ability to cope with the demands which are made of them" (Cox, 1987). In more simple terms, stress is a state of worry or mental tension when a person is in a situation they don't feel like they can control or manage. It is a normal psychological response to every day demands which sometimes only lasts for a few hours after a particular event or it can become chronic stress lasting for an extended period. Policing comes with very high demands and so it is important to acknowledge this and find a way to individually manage stress.

The term 'resilience' is derived from the Latin *resiliere*, meaning to 'leap back'. (Watts, 2018). As a Police Constable, I will be exposed to some of the most traumatic and distressing events and situations. If I do not develop resilience and this idea of being able to 'leap back', this will have a catastrophic affect on my mental health resulting from stress. Being resilient doesn't mean I won't experience stress. Policing is an extremely stressful job and trying to maintain a successful work-life balance can often add more stress. This is demonstrated in a survey from the police federation in 2019 which found that almost 8 in 10 officers say they have felt feelings of stress and 94 percent said these difficulties were caused or made worse by their job (Mind 2019). However, by being resilient, it gives me the ability to work through stressful situations and bounce back from difficult situations I find myself in.

By defining what exactly stress and resilience are and explaining why they are important in relation to policing, the “what?” stage of Borton’s tool has been explored. I will now move on to the next stage, “so what?”. I have mentioned what the issues are and now I will outline the two coping strategies I have adopted to minimise stress and develop resilience.

The first coping strategy I adopted was exercise. Whether it was a long nature walk exploring somewhere new with my dog or working out in the gym, I found that the benefits to both my physical and mental health were substantial. Research has found that by exercising for just 30 minutes several times a week can relieve anxiety and stress (Keiley 2006). On the days where I feel unmotivated to do any exercise, I remind myself that by giving up 30 minutes of my time, I will become much less stressed, and it will be beneficial to me. I often worried that being a small female, I wouldn’t be as valued on the team and so I decided to start weightlifting in the gym to become physically stronger to be able to carry out my role more easily. I now go on daily walks with my dog to maintain cardio fitness and go to the gym at least three or four times a week now to maintain strength. “Studies have shown that people who exercise have a more positive outlook on the world in general” (Keiley 2006) and this is something I would like to apply to myself and so I will continue to use exercise as a coping strategy for stress and building resilience.

The second strategy I tried was a new hobby taking up baking. Hobbies are a good way of providing many hours of relief from stress and can also boost our creativity (Nixon 2009). I found that baking was a good way of getting my mind off whatever was bothering me and giving me the stress relief I needed meaning I became more resilient. Policing is a role where you have to be able to solve multiple different problems, so boosting my creative ability can only be a positive thing if I am able to find creative ways of solving said problems. I also found that my new hobby meant I had a lot of spare baked goods which made me popular with my new team. It was a good ice breaker and relieved some of my initial stress of starting a new career. Although this new hobby did minimise stress, I found it to be a lot more time consuming and costly compared to exercising and so although I will continue to use it, I will rely more on exercising as a coping strategy.

There are multiple strategies that can be used by people to reduce stress, the two I have discussed above are ones that I have found work for me personally. It’s important that each individual person finds what works best for them. When considering the “now what?” question posed in Borton’s tool, I have found that both strategies have proven beneficial to me in reducing stress and developing my resilience to cope in a high demand role. I have however found that by exercising, whether it be long walks with my dog or working out in the gym, I have felt significantly less stressed and much more refreshed both mentally and physically to carry out my role as a Police Constable. Because of this, although I will try to continue to use both methods to reduce stress, exercising is something I will prioritise moving forward and carry with me as a coping strategy throughout my career.

Word Count = 1101

Task 2

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

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

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

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

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

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

ANSWER:

In this essay I will be discussing a policing incident involving conflict in which I played a significant role with an offender/service user/victim and what happened. There are different forms of conflict and although many assume conflict must involve some sort of physical aspect, this is not always the case. Overcoming a situation where a person is being verbally aggressive is still managing conflict. Within this essay, I will be exploring some of the different rules and regulations that Police officers must follow when managing conflict.

I will firstly detail an incident that I have been involved in which involved conflict. I will then critically assess the incident, considering the use of effective communication skills that I used within the incident. And finally, I will reflect upon the incident. I will be using the Gibbs' model of reflection (Gibbs 1988) to do this, which will be looked at in more detail in the relevant part of the essay.

The incident I will use for this essay is one involving a road traffic collision (RTC) and a driver who was suspected to be driving whilst under the influence of alcohol.

We received a call via our radio that there had been an RTC whereby a male had crashed his vehicle into the vehicle of another, causing minor injuries to the other female driver. He then got out of his vehicle and proceeded to shout abuse at the female before getting back into his vehicle and driving off. The female had stated during the call to Police that the male was slurring his words and that she could smell alcohol on the male and had seen a bottle of what she believed was vodka in the passenger side of the male's vehicle. This information was then passed on to us.

We searched the area for the vehicle and ensured that observations were passed over the radio to make other officers aware that there was a male who had driven away from an RTC believed to be under the influence of alcohol. After not finding the vehicle in the area, we decided to go to the male's address which wasn't too far from where the RTC had happened

to see if he had returned home. When we arrived at the male's home address, the vehicle involved was parked outside the address with visible damage. The vehicle had a smell of intoxicating liquor omitting from it and there was an empty bottle of vodka on the passenger side seat. Due to all the information, I had a strong suspicion that the male had been driving whilst under the influence of alcohol contrary to S.5 of the Road Traffic Act.

The legislative context for this incident was simple. The definition of driving with alcohol concentration above the prescribed limit is "A person who drives or attempts to drive a motor vehicle on a road or other public place, or is in charge of a motor vehicle on a road or other public place, after consuming so much alcohol that the proportion of it in his breath, blood or urine exceeds the prescribed limit is guilty of an offence". This is contrary to Section 5 of the Road Traffic Act 1988.

This is a fairly straight forward offence and so I knew that if the male blew over the prescribed limit of 35 microgrammes of alcohol per 100 millilitres of breath by using the preliminary breathalyser, then he would be arrestable for the offence under suspicion of driving whilst under the influence of alcohol as he had been seen driving in a public place only 15 minutes earlier.

There were no cultural, ethnicity or language issues in this incident.

When I knocked on the door of the male, both he and his wife immediately became verbally aggressive towards my colleague and myself. I explained to the male that under S.6 of the Road Traffic Act 1988, I required him to provide a sample of breath for analysis because I reasonably suspected that he had been driving whilst under the influence of alcohol and had been involved in an RTC. The male was not happy with this and continued to be verbally aggressive towards us. His body language also changed and he was starting to become more and more agitated and aggressive.

"Human conflict is an ever present and universal social problem, and the methods to manage it are a challenge for everyone" (Bartos and Wehr). When dealing with an incident involving conflict, it can be extremely challenging for officers. Although using effective communication skills will manage conflict in some situations, there are some situations when it doesn't matter how good you are at using communication skills or what your attitude is towards the other person, it will not diffuse the situation.

One of the things that is important to consider in a conflict situation is what the College of Policing (2020) in their personal safety manual call 'impact factors'. Impact factors have the ability to make an incident involving conflict more dangerous for officers because there is a higher risk of injury. These include weapons, the size of the subject, if any alcohol/drugs have been consumed, different environmental factors such as the weather and the skill level of the subject. This is not an exhaustive list. An evidence review showed that there is an increased chance of officers being assaulted when a person is intoxicated (College of Policing).

In the incident I have spoken about, based on all the information and what I had seen myself, he was clearly intoxicated, and this appeared to be making him extremely aggressive towards myself and my colleague. This along with the fact he was a large male and I am a much smaller female were things I had to take into consideration. Another impact factor I had to take into consideration was that it was not only one person intoxicated and behaving aggressively but two.

I attempted to calm the situation I had found myself in by using communication skills. I tried actively listening to what they were saying to build a rapport so that ultimately they would calm down and I could explain the situation to them. I explained to the male that an allegation had been made and so my role was to investigate it by being impartial. I explained to him that because I suspected he had been drinking, I required a specimen of breath. I played a significant role with the offender in this incident because I was the person speaking to him and trying to defuse the situation.

A communication skill used by the Police is the 5 step appeal, which ensures officers have given the offender every opportunity to comply with their lawful requests before using reasonable force. I used this to get the offender to comply with my request. The first step is a simple appeal where I asked him to comply with my request. As he refused, I moved on to the second step which is a reasoned appeal, where I explained to him why I had made the request, what law had been broken and what had caused the request. He still refused to co-operate so I moved on to the third step which is a personal appeal where I reminded him that he may be jeopardising things that are high priority for him such as loss of free time if he was arrested for failing to provide a specimen of breath. Because a personal appeal still didn't work, I moved on to the fourth step which is a final appeal and I asked him 'Is there anything I can reasonably say or do to make you cooperate with me?'. Luckily, on the final appeal the male decided to cooperate and agreed to blow into the breathalyser. If he had not, I would have moved on to the fifth step which is taking action. Taking action is where reasonable force may be the only option left after a person continues to fail to cooperate with a lawful request (College of Policing 2020).

The male provided a specimen of breath by blowing into the breathalyser after I used effective communication skills to get him to calm down and cooperate. The legal limit is 35 and the male blew 109 and so he was arrested under S.5 of the Road Traffic Act 1988 for driving whilst under the influence of alcohol. I played a significant role with the offender because I was the one who used effective communication skills in the incident, I was the one who utilised the breathalyser and I was the one who arrested him for the offence.

It's important after an incident to reflect on what happened and what you would do differently next time after evaluation. A good model for this is Gibbs' model of reflection (Gibbs' Model of Reflection 1988), which is what I often use when reflecting. Looking back on the incident, I feel I handled it well. I utilised effective communication skills and managed to defuse a situation where there was conflict and a high chance of the situation escalating. At the time of the incident, I felt apprehensive as this was the first incident, I had attended that involved conflict. I would now feel much more confident in a conflict situation. I feel as though there were multiple other impact factors that I did not think of at the time that I would now be much more aware of moving forward.

One of the models that underpin the causes of conflict within policing interventions is Betari's box. This model describes how people can get locked into a vicious cycle of communication, based on how people's attitudes and behaviour respond to each other (College of Policing 2020). It puts forward the idea that my attitude affects my behaviour, which affects the other persons attitude which affects their behaviour, and this then comes full circle and affects my attitude and the cycle continues. This is a vicious cycle and appears to be accurate to an extent. However, some peoples attitudes and behaviours cannot be changed based on my attitude and behaviour. In some incidents it doesn't matter how calm and reasonable I am,

this won't make the other person calm and reasonable. Although the idea of Betari's box is always worth remembering, there are some situations where it is not accurate.

Overall, I feel that the incident went well, and the conflict was dealt with well using effective communication skills. Being able to use tactical communication is extremely important in a policing context to attempt to de-escalate high tension incidents. It is also important to recognise that using effective communication skills will not always result in the de-escalation of a situation and at times there will be unavoidable conflict. In this incident I am content that I used effective communication skills to resolve conflict and played a significant role with an offender.

Word Count = 1817

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 will be critically exploring a policing incident in which I played a significant role with a victim, and I will reflect on what happened. The victims code of practice sets out the services and minimum standards that must be provided to victims of crime by organisations, this is enshrined within 12 rights (College of Policing 2021). I will be discussing the victims code of practice and explaining how it was used to support the victim I played a significant role with through the criminal justice system. Supporting a victim through the criminal justice system starts when I initially attend an incident all the way to when the case goes to Court. I will be reflecting on the incident that I attended and, in my reflection, illustrating my understanding and application of core principles of ethics, equality, diversity and human rights.

We received a call from a female who stated that her boyfriend was smashing up their house and was throwing things at her. When we were on the way to the address, the female was still on the phone with the 999 call handler and had told them that her boyfriend had tried to strangle her. This information was then relayed to us via our radios. When we arrived at the address, the female was bleeding and had multiple injuries and had reddening all around her neck. She disclosed to me multiple assaults where items had been thrown at her and had caused injury, and that her boyfriend had put his hands around her neck and had squeezed whilst telling her to stop talking. She did not want to give a statement and just wanted him removed from the address for the evening to give her a break. Because of what she had disclosed to me, her boyfriend was arrested. She was not happy about this and refused to engage with myself and my colleague because we had arrested her boyfriend against her wishes.

The first offence in this incident is assault. As a new officer I struggled to identify which legislation was relevant in this incident due to my lack of experience in dealing with different levels of injury. There is different legislation for different levels of injury varying from common assault to grievous bodily harm. I knew that the level of injury in front of me did not amount to grievous bodily harm, but I could not tell if it was a common assault or actual bodily harm. The definition of a common assault is any act by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence (S.39 Criminal Justice Act 1988). The offence of Actual Bodily Harm (ABH) is committed when a person intentionally or recklessly assaults another, thereby causing Actual Bodily Harm. (S.47 Offences Against the Person Act 1861). Bodily harm has its ordinary meaning and includes any hurt calculated to interfere with the health or comfort of the victim: such hurt need not be permanent, but must be more than transient and trifling (S.47 Offences Against the Person Act 1861). This was an issue I faced and to overcome the issue I sought the advice of my colleagues and my supervisor and came to the decision that the level of injury I was dealing with was common assault because the injuries the female had were scratches and superficial cuts.

The second offence in this incident is a new offence which came into force in 2022. This is the offence of non-fatal strangulation whereby a person commits an offence if they intentionally strangle another person or if they do any other act that affects another person's ability to breathe and constitutes a battery of that person (S.75A Domestic Abuse Act 2021). The Crown Prosecution Service's guidance states that the strangulation does not require a particular level of pressure or force within its ordinary meaning, and it does not require any injury (Crown Prosecution Service 2023). It was clear based on the disclosure from the female and the reddening to her neck that her boyfriend had intentionally strangled her to stop her from talking during an argument. The issue that I encountered here was that she did not want to make a statement detailing him intentionally strangling her. I knew that I had to respect her wishes on not wanting to make a statement and so I focused on how I could best safeguard her.

There were no cultural or language issues in this incident.

Evidence shows consistently that physical violence is widespread, varies in severity, and is often repeated (Davies and Lyon 2014). Because of this, it is important that regardless as to whether or not a victim wants to make a statement about an incident of domestic violence, we do everything we can to safeguard them. Appropriately safeguarding the female is how I played a significant role with a victim. I ensured that a public protection notification (PPN) was submitted for the female. A PPN is a form submitted by Police officers with a risk assessment based on the incident they have attended which is then sent to the forces public protection unit who make the decision to share information with partner agencies such as social services to safeguard a victim. In a domestic violence incident, the victim is offered to go through safeguarding questions which assist in more accurately determining the level of risk for the risk assessment. Under Article 8 of The European Convention on Human Rights, every person has the right to privacy, meaning everyone has the right to respect for his private and family life. Because the victim had declined to go through the questions and did not consent to information about her and the incident being shared with partner agencies, I had a dilemma because she has a Human Right to privacy and if I still submitted the PPN and it was shared with other agencies, I would then be breaching her right to privacy. I decided that although the Police force is victim led and I was breaching one of her Human

Rights, her wellbeing and safety was far more important and so I submitted the PPN to safeguard her.

The Code of Practice for Victims of Crime in England and Wales (Victim's Code) sets out the services and minimum standards that must be provided to victims of crime by organisations. This is enshrined within 12 rights that all victims of a criminal offence have (Ministry of Justice 2021). These rights are what Police will follow when dealing with victims of crime. Although all 12 rights are important in their own right, I will not discuss all of them in this essay and will only draw upon the most relevant relating to the incident I attended to demonstrate how I used it to support my victim.

One of the rights victims are entitled to is the right to be referred to services that support victims and have services and support tailored to their needs. To ensure this right was met, I offered to refer the victim to the victim focus team. Victim focus is an independent national charity that helps people to cope with the effects of crime. They have trained volunteers who can help victims by simply being someone they can talk to in confidence, by helping them deal with other organisations, or by giving them information on the Court procedure (Gooch and Williams). The victim agreed to this stating she would like someone independent to talk to.

Under the same right mentioned above, victims have the right to be told about additional support available at court that are tailored to the victim's needs. These are called 'special measures'. Special measures were introduced in the Youth Justice and Criminal Evidence Act 1999. Special measures were introduced to make the Court process easier for people who meet the criteria and to increase their confidence in attending Court. Common special measures include: having a screen/curtain around the witness box or giving evidence by live video-link, either from a separate room within the court or a dedicate live-link site outside the court building, so you do not have to face the defendant and court observers. (Ministry of Justice 2021). I explained all these different measures that could be put in place such as giving her evidence via video link if the victim decided she did want to give a statement and go to Court but she still did not. I tried my best to use the victims code of practice to support my victim through the criminal justice system, however I was not successful.

There are many core principles that officers must follow when dealing with any incident. These principles are all set out in the Code of Ethics which was produced by the College of Policing in 2014, which sets and defines the exemplary standards of behaviour for all officers (College of Policing 2014). The Code of Ethics is at the heart of every decision made by the Police, and it ensures we always do the right thing. Whilst dealing with this incident I made sure I always considered the Code of Ethics when making any decisions by being honest, maintaining confidentiality and always remembering my responsibility to the victim.

All elements of the Code of Ethics are as important as each other, however the one I will discuss is Equality and Diversity. Equality and Diversity refers to ensuring officers act with fairness and impartiality and do not discriminate unlawfully or unfairly. It means showing compassion and empathy, as appropriate, to people we come into contact with (College of Policing 2014). I honestly believe that I demonstrated compassion and empathy towards the victim I played a significant role with in all my encounters with her I made sure I was impartial and fair throughout the investigation, gathering all available evidence despite her not wanting to give a statement.

Overall, I am happy with how I have dealt with the victim mentioned in this essay. Victims are at the forefront of Policing and should always be a priority, ensuring we continue to be victim focused. I feel as though I did everything in my power to safeguard my victim, ensuring all support avenues were explored and offered to her. Although I am disappointed that without a statement from the victim, her boyfriend was released without charge resulting in a higher risk to her, I take comfort in knowing that I have signposted her to all the relevant support agencies and I can only hope that because of the significant role I played with her, she would be comfortable in contacting the Police again in future if she needed them.

Word Count = 1777

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 be discussing a policing incident where I played a significant role with an offender and a victim and reflecting on what happened. I will be exploring how I conducted an investigation by using the National Decision-Making Model (NDM) and discretion. Both of these will be explored in more detail as I reflect upon my use of the NDM and review how this impacted my decision making and use of discretion within the incident. I will then explain the Criminal Procedure and Investigations Act (CPIA) and critically review my responsibilities regarding the provision of CPIA when conducting the investigation.

We received a call from a member of public stating that there was an ongoing fight between a taxi driver and a young male in the street next to a taxi. When we arrived, I saw who I now know to be the taxi driver sat on top of a younger male who was lying on the ground shouting. The taxi driver had a cut below his eye and reddening and bruising around his eye. The male had cuts and scrapes with minor bleeding on his face, legs and near his ribs. There were varying accounts from both involved and different witnesses. The taxi driver stated that the male had punched him in the face after a dispute over payment and he had then detained him on the floor awaiting Police to arrive. The male stated that he had refused to pay a fine the taxi driver told him he would have to pay for vomiting in the back of the taxi because he had not vomited. The male said the taxi driver had then grabbed him and had taken him to the ground and a fight had broken out between them. The girlfriend of the male gave the same account as her boyfriend. Independent witnesses stated they only saw the two males grappling on the ground and did not see what had happened to initiate this.

Although establishing what had happened during this incident was difficult, the legislative context was simple. Due to the level of injury caused to both parties, I knew I was looking at the offence of Actual Bodily Harm (ABH). The offence of ABH is committed when a person intentionally or recklessly assaults another, thereby causing Actual Bodily Harm. (S.47 Offences Against the Person Act 1861). Due to the injuries of both parties, I was satisfied that ABH had been caused. The level of injury caused to both parties were of a similar nature. As they had the same level of injury, it meant the incident was not straightforward and knowing who needed to be arrested for ABH was not a simple decision. Because of this, I played a significant role by deciding to use the National Decision-Making Model and eventually deciding the best course of action was to use my discretion and get the male to attend a Police station for a Voluntary Attendance (VA) instead of arresting. I will now look at how I came to this decision.

The National Decision-Making Model (NDM) provides a framework for officers when making any decision. It was brought into place to help Police officers make decisions and to provide a framework for decisions to be examined and challenged, both at the time and afterwards (College of Policing 2013). The NDM is a useful tool when having to make these decisions and officers will use the NDM every day without even knowing it. The NDM is separated into five sections which are: gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action and review. The Code of Ethics (COE) is at the centre of the model, which should always be considered by officers when making decisions, ensuring they are always acting in accordance with the COE (College of Policing 2013).

The COE sets and defines the exemplary standards of behaviour for everyone who works in policing (College of Policing 2014). It sets out how Police officers should behave and by following it, ensures they always do the right thing. Under the COE is 9 policing principles and 10 standards of professional behaviour. Adhering to all of these is extremely important, however some are not relevant to this incident. One of the relevant standards of professional behaviour I will mention is 'Equality and diversity'. Under this I must ensure that I act with fairness and impartiality, and I must make decisions without prejudice and by using the best available information (College of Policing 2014). This impacted my decision making in this incident because I knew I had to ensure I was always impartial and made a decision that was fair. The best available information I had was the taxi drivers account because he was the only sober person present and so I used my discretion and decided that the male would be the one to come in for a VA.

The first stage of the NDM is gathering information and intelligence. It is important for officers to arm themselves with as much information as possible both prior to attending an incident and after arriving so that they can spin the NDM and make the most appropriate decision based on the information in front of them. For this incident I started gathering information as soon as I heard the details of the call being passed over the radio. I wanted to gather more information so I asked for PNC checks on the persons involved, however the details of the people were not known at this time so I didn't know if they had any warning markers or any other details about them that might have been useful to know. I then gathered more information when I arrived at the incident by listening to what everyone involved was saying and what witnesses were telling me they had seen, which is what I used to make my decisions. The next stage of the NDM is assessing the threat and risk and developing a working strategy. Because of the injuries that had already been caused to the males, the threat risk was high, and it was likely that further injury could be caused. Because of this my

working strategy was to separate the males so that there was distance between them, and they could be spoken to separately to make sure the situation didn't escalate again when they gave their individual accounts of what had happened which I knew would likely differ. The next stage is considering what powers and policies are available in that situation and this is directly linked to the next stage which is considering what my options and contingencies are because what powers I have to deal with a situation will always influence what options are available to me. I then make a decision using the NDM after considering my options. For this incident I had the power to arrest the male based on the allegation made by the taxi driver, however based on the information in front of me, I decided it would be much more appropriate for both parties to go home and to arrange a VA instead because I didn't have a necessity to arrest. By making this decision I moved on to the next stage of the NDM which is taking action. The final stage of the NDM is reviewing what happened, this is often not done by officers after dealing with an incident but is equally as important as the other stages so that there can be learning for dealing with future incidents (College of Policing 2013). I will review the outcome of this incident in the conclusion of the essay.

Discretion is a term that is widely used in a policing context when it is appropriate to do so. The choices available to officers enable them to determine when, how, and where to enforce laws and maintain order meaning police use of discretion is a key decision point in the criminal justice process (J. Huff 2021). Using discretion gives officers the freedom to decide what should be done in certain circumstances. It is important that discretion is used appropriately otherwise there could be dire consequences. To ensure discretion is used appropriately, officers must always ensure they act in line with the Code of Ethics (COE). I used my discretion in this incident by deciding not to arrest the male and to arrange for him to come in for a VA because I believed this was a proportionate response given the circumstances. Although I would have been justified in arresting the male, by using my discretion I was able to interview the male through a VA so as to not intrude on his life by him spending a night in custody where it could be avoided.

The Criminal Procedure and Investigations Act (CPIA 1996) is what brought the Code of Practice into place which sets out how police officers should record, retain, and reveal to the prosecutor material obtained in a criminal investigation (Ministry of Justice 2015). This Act is where all the processes and protocols relating to a criminal investigation are held. One of the most relevant parts of the CPIA to officers like myself is disclosure. Disclosure is a vital part of any investigation. Disclosure obligations begin at the start of any investigation and officers then have a duty to manage all material they collate and follow all reasonable lines of enquiry whether they point towards or away from a suspect (Crown prosecution service 2022). The CPIA outlines three different categories of information and outlines how each category should be managed. The three categories are evidence, unused material, and non-relevant material. Evidence is any piece of information or item which becomes an exhibit, this could be a statement, a physical item or even a digital item. Unused material is any further material retrieved that is not being used as evidence. Unused material is information that has been gathered as part of the investigation but is not relevant to it. For the incident I have mentioned in this essay, I have gathered a lot of information that I will have to sort into the three categories when it reaches the CPS stage. At the time of writing this essay, nobody has been charged but I know what responsibilities I will have under the CPIA when it comes to that. I know I will have to disclose and redact the custody record, any witness statements, the occurrence enquiry log and a number of other information gathered.

To conclude, overall, I am happy with how I dealt with the incident. I feel as though the incident was dealt with as well as it could be with the information I had at the time. I believe I used the NDM effectively to make a decision. Ultimately, I could have made a different decision which may have been better and in future I may deal with a similar incident and use the NDM to make a different decision. However, I feel that I used the NDM correctly and can justify my actions. I feel that on this occasion I dealt with the offender correctly and fairly and used discretion appropriately.

Word Count = 1870

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

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Date: 02/07/2023