

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Amy HUGHES

Learner's University Registration Number: 1992467

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Dealing with stress well and being a resilient person are both two key characteristics that I believe any Police Officer would need to possess to do their job effectively. Given the severity of some incidents that officers can attend it is important for them to develop a resilience to be able to deal with the things that they see so that their jobs do not completely take over their lives once they leave work. That being said, being able to cope well and bounce back from stressful situations are not always the easiest things to do. Stress, as a concept, has no formal or official definition however it is best explained as a response that occurs when then the demands placed on a person are greater than their ability to cope, either emotionally or physically. (AnxietyUK.org, 2021). Stress is a normal part of day-to-day life and we all experience it. However, when stress is left to build it can quickly have an incredibly detrimental effect on a person's physical and mental wellbeing. Listing all of the side effects of stress would be near on impossible given that stress can effect each individual in a different way but the more common signs of stress can include: hair loss, insomnia, depression and anxiety, weight gain/loss, and a lowered immune system (Fookes, drugs.com, 2020).

While stress is an inability to cope, it could be said that resilience is its antithesis and is developed when a person learns to deal with stress in a healthy way that allows them the time to recover from the stress. Resilience is defined as a quality in a person that allows them to bounce back; be it from events or emotions (Psychology Today, 2021). To be resilient is an incredibly important trait to have for anyone, but is especially important for people who live and/or work in high-stress environments and given the current global health crisis caused by COVID-19 that coincided with my initial police training, with an unprecedented national lockdown altering the lives and routines of us all, normal day-to-day life has become a stressor for most people in a way that it never has been before and has put everyone under a significantly higher amount of stress than they would normally experience.

Before I started my initial police training I dealt with stress in ways that could be considered fairly common; my main go-to being the gym. My job prior to joining the police was based in a busy city centre which gave me easy access to multiple gyms. Therefore after a day at work I was able to head straight to the gym and decompress from the day. I found that by switching off for an hour or so and exercising helped to clear my mind and let go of any stress I was carrying with me from work. However, just before starting my initial police training the United Kingdom entered a strict lockdown with all non-essential businesses being forced to shut which meant that going to the gym to help cope with the stress of my new role was no longer

possible. Despite this, I knew that physical activity helped me cope well with stress so I needed to find other ways of staying active.

Luckily for me, during lockdown my partner decided to loan a horse. Caring for horses or even being around them was never something I had done however, I quickly found that it was something I enjoyed and it involved a lot of physical labour and activity. Without even trying, caring for our horse became a regular part of my day and a way to keep me active. According to Bonnie G. Berger (1994), physical activity and exercise are associated with certain psychological benefits that help a person participating in said physical activity cope with stress. When this idea is then combined with research that suggests that interactions between humans and animals can also reduce stress, as well and increase self-confidence in the human (Amiot, Bastian and Martens, 2016, p. 552), then it is clear that being around the horse and helping with the manual labour that is required was massively beneficial in helping me cope with the stressors of training during a pandemic, and therefore allowing me time to relax and recover and in doing so become more resilient.

My personal experience definitely lends substance to the research as I came to look forward to and appreciate my time with the horse and helping out with the manual labour required in caring for her. While this was the case consistently throughout the six months of initial training, I felt as though my desire to spend time with the horse became even stronger during periods when my stress levels were higher than usual, for example around exams or after days that had involved learning about particularly complex laws and legislations. Then, in turn, spending time with the horse and doing manual labour to help keep her fed, clean and happy allowed me an alternative way of relieving my stress and clearing my mind which allowed my body the time it needed to recover from the stress and build resilience and bounce back from the day and start the next day as a clean slate.

Something that also helped me cope with the stress of training, especially during the COVID-19 crisis and subsequent lockdowns and travel restrictions which prevented me from seeing my family and friends for large periods of time, was by focusing on the benefits of my new job and the personal meaning it held for me. Knowing that I was training for a job where I could help others and create safer communities was a massive motivator to keep me going through my training period. This coping mechanism is known as 'adaptive coping' and it works when a person creates positive meaning for their stress thereby minimising the stress which in turn builds resilience (Srivastav, 2006, p.115).

In contrast to the above, not all of my coping strategies have always been the most healthy and productive. For example, over the course of my training I found myself watching a sometimes excessive amount of television. The reason for this was two-fold: the inability to engage in my normal social activities due to COVID-19 but also the desire to switch-off and relax in a way that required little-to-no effort whatsoever. While switching off like this was beneficial in the short term, it was a way to avoid stress rather than tackle it head on. This is almost the opposite of 'adaptive coping' mentioned above and was coined by Srivastav (2006) as 'escape-avoidance'. The issue with this method of coping with stress is that it does not help you recover from the stress, it just pushes it to one side meaning that when a person re-enters the stressful environment or situation (for me this was usually the next day upon going back into the training environment) then they are piling stress on top of stress rather than having the resilience required to take the stress and work through it in a healthy way as and when it occurs.

Training for a new job in general can be a very stressful situation for anyone but a six month long training course for a job as high-pressure and at times high-stakes as joining the Police alongside academic work is a unique type of stress that personally I have never experienced before. When this was compounded by the unique global health crisis presented by COVID-19 then I do not believe it is an exaggeration when I say that the past 6 months or so have been perhaps the most stressful of my life. However, despite this I feel as though I have coped quite well with the pressures and stresses that I have faced during my initial training. My growing relationship with my partner's horse was massively beneficial in a way that I could not have anticipated. Caring for another living creature that was wholly dependent on me at times allowed me to gain some perspective and understand that there were things that were just as important to me outside of work that required my energy and attention. The manual labour involved in caring for a horse was also beneficial as it became a replacement for my normal way of de-stressing – the gym.

That is not to say that every way I attempted to relieve stress was successful in helping me cope and helping me become more resilient, but given the circumstances and the fact that most normal ways of dealing with stress have been cut off to all of us, at least for the time being, I feel as though I adapted well and throughout the course of my initial training I did develop a resilience that I did not have before. I can only imagine that this will be massively beneficial to me as I continue my career as a police officer and hopefully this resilience will only continue to develop further as I encounter the wide range of incidents and situations that we be thrown at me throughout my service.

Word count: 1519

Task 2

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

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

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

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

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

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

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

ANSWER:

Conflict management is a massive part of policing. Almost everyday officers face conflict and must deal with it in the best way possible which is why it is incredibly important for new officers to learn from their early experiences and how to best apply different methods of conflict management as quickly as possible. In this essay I will use Gibbs Reflective Cycle to critically evaluate and analyse an incident I have attended that involved conflict.

Gibbs Reflective Cycle is a model which was developed by Graham Gibbs in 1988 which helps people learn and evolve from experiences that they have had. The cycle is a structured framework which allows the user to break down an experience they have had into sections and fully evaluate and learn from what has occurred and what they have done. This offers the person a chance to grow from their actions and apply the good aspects to similar experiences going forward. The cycle is broken down into the following sections:

- Description
- Feelings
- Evaluation
- Analysis

- Conclusion
- Action plan

By following this cycle I hope to be able to gain a much better insight into the incident I attended and to be able to apply my learnings going forward in my role as a Police Officer.

The incident I attended was a call received from a female who stated that she had taken multiple pills and was going to jump off a bridge. On arriving at the incident the female in question was sitting on the ledge of a bridge and told us that she was going to jump off. Initially my tutor took the lead in dealing with her as her safety was paramount and took an obvious precedent over my learning. He managed to talk her back onto the ground at which point she began stating that the voices in her head were telling her to jump. She then began to walk back towards the edge at which point myself and my tutor stepped in and physically restrained her. She began to resist so we felt as though we had no option other than to handcuff her. The female is well-known to police and has multiple warning markers for violence so I made the decision to handcuff her to the rear – for both her own safety and for the safety of myself and my colleague.

The female was obviously suicidal and suffering with mental ill-health so we had no choice but to detain her under section 136 of the Mental Health Act 1983.

If a person appears to a constable to be suffering from mental disorder and to be in immediate need of care or control, the constable may, if he thinks it necessary to do so in the interests of that person or for the protection of other persons—

- (a) remove the person to a place of safety within the meaning of section 135, or
- (b) if the person is already at a place of safety within the meaning of that section, keep the person at that place or remove the person to another place of safety (Section 136 *Mental Health Act 1983*).

Due to the fact that the female had stated that she had taken an unknown quantity of medication, we knew that the local secure mental health unit would not assess her until she had been cleared by a doctor, so we had no choice other than to take her to A&E to be seen to by a medical professional.

While at the hospital the female's mood was up and down. When she was calm we were able to remove her restraints and keep a close eye on her however, after an hour or so of waiting her mood and behaviour became increasingly erratic and aggressive, with her trying to kick myself and my colleague as well as bang her own head against the wall. This behaviour meant that we once again had to handcuff her to the rear but it was not as effective that time and as a result of her continued aggressive behaviour we had no choice but to place her on the ground (with a blanket under her head to prevent injury) and restrain her that way.

The incident was an intense situation to be in and for me personally it was my first time dealing with a person who was actively trying to commit suicide which is obviously a very distressing thing for anyone to witness. Having to balance my feelings of shock and distress with those of being professional and dealing with

the incident in front of me was not easy to deal with, especially when the female was sat on the bridge threatening to jump but I was surprised by how quickly my instincts and training took over and I was able to put my feelings to one side and deal with what was in front of me. Reflecting on the incident now, I'm also surprised by the way that it has affected me, or rather, has not affected me. That is not to say that I did not learn from the incident, rather I am surprised that it has not taken more of an emotional toll on me. I believe that this is due to the nature of the job that I am doing and the fast-paced environment that I work in. There is almost no time to let the job that you are doing effect you because before you know it you are out dealing with a different call and you need to be fully focused on the incident you are at, rather than the one you were previously at.

I feel as though the incident itself was a big learning moment for me. As mentioned above, it was the first time I had dealt with a call of that nature. On top of that, it was one of the first times that I had been up against a very resistant person and one of the first times that I had had to be hands-on with someone. The situation was not an easy one to deal with and there was a constant need to apply the National Decision Making model and risk assess everything that I was doing. The National Decision Making Model is a model used by police officers that helps us to fully assess any situation that we are in and make split second decisions in a careful and organised way. The National Decision Making Model was introduced to policing in 2011 by the Association of Chief Police Officers (Lander, 2011). The National Decision Making Model itself is fairly simple and is easy to remember. It is a cyclical model centred around the police Code of Ethics which includes things like honesty and integrity. The model contains 5 steps, one following the other and is intended for use as a dynamic risk assessment. The 5 steps are as follows:

- Gather information and intelligence
- Assess threat and risk and develop a working strategy
- Consider powers and policy
- Identify options and contingencies
- Take action and review what happened

By using the model I was able to determine what type of conflict management was suitable at any given time. For example, when the female was calm and compliant I was able to use tactical communication to keep the situation under control. Tactical communication is a method used by officers whereby they give specific instructions to the people that they are dealing with to gain compliance. If tactical communications are done in the right way or with the right person, they can stop an incident from escalating and therefore negate the need for further use of force (ThePoliceCharter, 2014).

The issue with tactical communication however is that it does not always work, which is the case with the female in this incident. Due to her state of mind at the time that my colleague and I were with her, tactical communication often times had to be forgotten about and other tactics of restraint needed to be applied for the female's safety, our safety, and the safety of those surrounding us in the hospital. As mentioned above initially we decided to handcuff her to the rear. This tactic proved useful to begin with because it removed the female's ability to lash out at us and therefore had the desired effect of keeping her calm. Once she was calm

and compliant we were able to remove the handcuffs and this allowed the female more freedom and helped her understand that we did not want to keep her handcuffed but we would have to put them on again if she began to behave in an aggressive manner once more.

An issue we did encounter however, was that when the female was behaving aggressively towards us, we found it difficult to restrain her at times, especially when she was determined to harm herself by banging her head against a wall. When she did begin behaving in this way and we were essentially fighting against her to try and stop her from seriously causing harm to herself it very quickly became apparent that we would need further help. Luckily there were members of hospital security nearby who were able help us out. This particular situation really highlighted for me how important it is to try and keep people calm and compliant because trying to restrain a person who is actively and aggressively resisting against you very quickly becomes an exhausting job, even if there is more than one officer dealing with that one person.

Due to the nature of the incident and the frame of mind that the female was in very early on into the incident I had no option but to detain her under section 136 of the Mental Health Act. As mentioned above, this act gives a constable the power to remove a person to a place of safety. The issue I faced with this incident, which is not a unique issue by any stretch, is that the female had no safe place to return to. Many of the people that police officers deal with have no place of safety to return to for a variety of reasons such as having no fixed address or no family. In these cases, we have no option but to take them to either the hospital or a secure mental facility. With this particular incident, a further issue we had to deal with was the fact that the female was clearly intoxicated. We knew that because she was suicidal that the place she needed to be was a mental facility however, the mental facility would not admit her until she had been taken to hospital and checked over by a doctor to make sure she was fit for assessment by the mental health team. This meant that the incident was dragged out in the eyes of the female and this gave her more time to sit and think about her situation which undoubtedly led to her increasing agitation and aggression.

The decision to detain someone under Section 136 should never be taken lightly and in this case it definitely was not. Hospitals and secure units have seen a massive increase in the use of the section and of the Mental Health Act in general over recent years which speaks to the ever-increasing presence of mental illness in society. However, it is also becoming somewhat of a human rights concern as detaining someone using the Mental Health Act essentially takes away their bodily autonomy and forces them to undergo assessments and sometimes treatments that they do not want (Wise, 2017, p.2). This becomes almost a no-win situation for police officers because to detain someone under the act they must obviously be displaying a lack of capacity to some degree so they are not able to decide whether or not they wish to undergo the assessments and treatments.

In this incident, I had no choice but to become hands-on with the female and to restrain her in various ways; for the safety of everyone involved. However, being hands-on in this way with a member of the public, especially one who is clearly already in a great deal of distress, can make the situation worse if not handled correctly. A good way of explaining why this is the case is by thinking of a theory known as Betari's Box. The theory is a fairly simple one which explains that my behaviour effects your attitude which effects your behaviour which then effects my attitude. The four elements keep effecting one and other in a never-ending

cycle which influences the way people feel about and behave towards others (MindTools.com, 2020). To me it is obvious that our actions of restraining the female played a part in making her even more agitated and aggressive however, given that she was trying to harm us and herself we had no other option.

Overall I believe that I handled the incident fairly well especially given that it was my first time ever having to deal with an incident of this nature. I feel as though going forward I have learnt a lot from the experience and would be a lot more confident going into a call of a similar nature from now on. That being said, I know that I still have a lot to learn when it comes to conflict management and when is best to use which particular tactic. I believe that this knowledge will come with time and experience and as I have only been an active police officer for around 3 months now I understand that I am still going to have a lot to learn and I have plenty of time to do so. I feel as though the incident has given me a better insight into the issues facing police officers when it comes to dealing with conflict and especially dealing with conflict from people who are acting the way that they are due to mental illness. When dealing with these people, officers have to strike a fine balance between keeping everyone involved physically safe while also being aware of the fact that the person potentially has no control over the way that they are acting and is only behaving in a certain way due to their mental illness. Despite the training that officers receive, we are not professionals when it comes to mental health yet the majority of the calls and incidents we attend are in some way affected by mental health. As a new officer I am very conscious of the fact that I need to very quickly become more adept at dealing with people in mental health crisis.

Word count: 2337

Task 3

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

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

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

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

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

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

ANSWER:

As a Police Officer our jobs mean that we cross paths with people of all different backgrounds. Due to this, it is extremely important that when we encounter people who have different needs to the ones that we are used to that we are equipped to help those people. For the purposes of this essay, I will be mentioning an incident whereby a young Romanian man was the victim of a robbery. The male in question had not been in the UK for very long and barely spoke English. This meant that I was faced with a language barrier when trying to speak to the male. The language barrier introduced a lot of issues for me when trying to speak to the male and understand what had happened to him meaning that for a lot of our interactions I needed to use a translator.

In this essay I will use Gibbs' Reflective Cycle to critically analyse an incident I have attended. The cycle, first put forward by Graham Gibbs is a learning tool whereby the user can follow 6 steps to better understand and learn from a situation they have dealt with or been involved in. The 6 steps are: description of the event, the feelings of those involved in the event, an evaluation of the event, an analysis of the event, an overall conclusion, and an action plan for moving forward. By using Gibbs' Reflective Cycle I will be able to better understand my role in the incident that I attended as well as figure out what I did well and can continue to do going forward at similar incidents; as well as what I can improve on in the future.

The incident I attended was a one whereby officers had stumbled across a young male in distress. The male spoke very little English and all that they could gather at the scene was that he was in distress and

had potentially been involved in an assault of some kind. The officers who had come across the male were involved in an area search for suspects for a different incident so the male was passed onto me to deal with. Due to the language barrier it was obvious that a translator would be needed to be able to understand what had happened and how best to help the male. My colleague and I transported the male back to our station and we got in touch with a translation service to help us communicate. Due to the time, the incident occurred in the early hours of the morning, an interpreter was not able to come out to us so we had no option but to use an over the phone interpreter.

Through speaking to the male via the interpreter, I was able to gather that he had been walking through a park nearby when he was approached by a group of males on bikes. These males began talking to him under the pretence of being his friends, which he had been excited about as he had only been in the country for a short amount of time and did not know anyone in the area. The males then assaulted him and tried to take his phone and when he would not give it to them, they chased him until they saw police officers and promptly made off. Through this brief account of events, I was able to establish a lot about what had happened and had learned a lot about the male and had a better understanding of the support that he would need going forward. The incident that he had described to me was an attempted robbery and therefore a very serious crime that would undoubtedly impact the male going forward.

At the time of the incident I was slightly apprehensive about how to best handle the situation. I had previously dealt with victims and witnesses who were not fluent in English, but this was the first time that I had had to make use of the interpreter services available to police. As it was the first time I had used the service I was a bit apprehensive as to how well it would work and how much I would be able to ascertain. I was also concerned about how much of the information that was being passed via the interpreter was being fully understood. That is not to question the skills of the interpreter rather because the male was young I was aware that he may use language and slang that may not be familiar to the interpreter. On top of that, the male was very new to the area and the interpreter was not from the area at all so trying to pinpoint the location of the incident, which may have been crucial for me in terms of evidence, be it CCTV or physical evidence, proved to be extremely difficult.

Foreign language speakers being misunderstood by police, with or without an interpreter, is a common issue. Christina Nunez, who works for Global Citizen, a global movement that works with global charities to end poverty, stated in 2014 that issues with immigrants being understood while giving statements to police is one of the biggest challenges faced by immigrants. This lack of ability to communicate then also limits the access that immigrants have to services that they may need – in particular mental health services which are often vital for victims of crime, especially violent crimes like the one the male I dealt with was a victim of. The language barrier, and the use of the interpreter made me especially conscious of the questions I was asking the male and the answers I was receiving. I wanted to ensure that all of the information I had was correct and made sense. Because of this the conversation I had with the male was probably a lot longer than a conversation I would have with an English speaker however, I believe that it was absolutely worth the extra time and effort to make certain that I was able to help the male to the absolute best of my ability and ensure that the language barrier between us did not serve as a road block for him receiving the same level of service that an English speaker would receive.

The fact that the incident was an attempted robbery has its own implications. In this case the level of violence used was an assault however robberies are one of the most violent types of crimes that can occur, with around 1 in 5 robberies involving a knife or a sharp instrument being used by the perpetrator (Office of National Statistics, 2017). The very nature of robberies and how intrusive and terrifying they can be for the victims of them mean that many victims suffer long-term effects of the crime such as anxiety and Post Traumatic Stress Disorder (Krans, 2014). These types of issues obviously have a major impact on the people who suffer from them meaning that while the crime may result in a monetary loss at the time, the long-term effects are really what end up being the main concerns of the victims.

Robberies and other violent crimes do not just effect the victim; they can affect the community as a whole. Fear of crimes like robberies encourages members of the public to stay home at night. This in turn then diminishes a sense of community and leaves more opportunity for further crimes to occur, making the entire thing a vicious circle that becomes incredibly difficult to break out of (Cook, 1987, p. 357). This circle can then be attributed to the Broken Windows theory which is a criminological theory that puts forward that visible crime and signs of anti-social behaviour breeds further crime. This is due to the idea that if people believe that no one cares about a certain area, then further crime will not do any harm or be pursued by authorities. The theory was first put forward in 1982 by James Q. Wilson and George L. Kelling. The idea behind it being that by tackling small and visible crimes, then criminals will be put-off from attempting more serious crimes in the area.

When you combine the issues surrounding victims of violent crimes like robberies and the issues that face immigrants then it is easy to see how much of an affect that this crime may have had on the young male victim of the incident I attended. He mentioned to me and my colleague at one point during our time with him that he did not have any family nearby and that the reason that he was out and about that evening was to see if he could make any friends. It is well documented that immigrants face pressures to assimilate to the culture of the country that they move to, and this is no different in the United Kingdom. Assimilation or integration is seen as important as it makes it easier for immigrants to advance socially and economically (National Research Council, 1996). This is especially true now in a post-Brexit United Kingdom where increasingly immigrants are seen as 'the other' and immigration was a driving factor behind the campaign to leave the European Union (Johnston, 2017).

To assimilate and integrate, if that is what they wish to do, it is vital that immigrants like the male that I dealt with are able to meet new people and fully submerge themselves in the local and national culture. However, if when they try to do this they are met with violence and crimes then it is less likely that they are going to attempt it again. This means that they are likely to remain more insular and keep to themselves, still being seen as 'the other' in the eyes of many which then runs the risk of them remaining isolated and becoming the victims of further crimes; thus perpetuating a cycle that is difficult to break out of. Because of this, making sure that the role that the police play in handling situations like this is positive and constructive is vital. If the victim of the crime has a positive experience with police and as a result is able to access the services that they may need to get the right kind of support for them then they are less likely to suffer from long lasting negative side effects of the crime. This was my aim when dealing with the male in the incident I attended. I was very aware of how vulnerable his situation had made him and as such I did everything I

possibly could to ensure that he felt listened to and to make sure that he understood that we as a service were taking the situation seriously and would do everything in our power to ensure his safety going forward.

An issue I did face when speaking to the male was getting a consistent story. He was unable to articulate the specifics of where the crime he had been a victim of had happened. I think the reason for this is a combination of the language barrier and the fact that the male had only been in the area for a few days and therefore was unaware of his surroundings to an extent. The latter was not surprising to me, as anyone would find it difficult to give specific directions to a place that they stumbled across while exploring their new home. However, what surprised me was that despite using an interpreter the young male was still giving inconsistent answers to the same questions. There could be many reasons for this, the obvious one would be that the male was lying however I do not believe this to be the case. I think that the issue was that the interpreter was not in the room rather he was interpreting over the phone. This means that he was not able to see any specific gestures the male was making as well as being unable to read his body language. When this is combined with the fact that naturally things get lost in translation sometimes it is perhaps not that shocking at all that inconsistencies and inaccuracies were present in his story. Due to this, I believe that it would be much more beneficial to use an in-person interpreter going forward. However, I know that this is not always possible unless in an emergency. So where it is not possible to use an in-person interpreter I will need to make sure that the questions that I ask are as specific as possible to ensure that the information that I receive is as accurate as possible.

Overall I believe that the interaction I had with the male was a positive one. Despite the difficulties of the language barrier, I was able to overcome that mostly to get a better understanding of what had occurred and how I could be of help. Granted, there were some slight snags in terms of us fully understanding each other but ultimately the investigation turned out well with the culprits being found and arrested which is ultimately the aim of what we do as police. I feel as though I was aware of and sensitive to the issues that the male was facing and tried my absolute best to address those issues in a way that would allow the male to feel heard and recognised and that would allow him to access the support he needed moving forward for the incident. I now also have a better understanding of the specific issues that immigrants face when trying to access services and as such understand how important it is to ensure that I do my utmost in my role as a police officer to ensure that victims, like the male that I dealt with, get the relevant help that they need and that they do not suffer a disadvantage simply because of a language or cultural barrier. This is particularly important for victims of violent crimes who are likely to suffer either short or long term effects of the crime that has been committed against them.

Word count: 2341

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

There is a lot to consider when conducting a criminal investigation. Not only do police officers have to investigate an offence, they also have to consider what is and is not relevant, which path to follow once all the evidence has been collected, and even which lines of enquiry are viable and which are not. On top of this, there is not a structured path to follow when conducting an investigation; each officer has their own way of investigating and an investigation can change depending on the evidence that is found. Because of this officers have to use their discretion to decide what is best for the investigation and how to best deal with victims, witnesses and suspects. This means that no two investigations are the same and that each decision a police officer makes must be carefully considered. For the purposes of this essay, I will be using an investigation I conducted as an example. The specific investigation that I undertook was a burglary whereby a male was reporting that his ex-partner had burgled his home whilst he had been in custody for allegedly assaulting her.

The incident occurred overnight when the male was arrested after allegedly assaulting his pregnant ex-partner. Upon his release from custody he noticed multiple items missing from his home. On speaking to his current partner about this she told him that his ex-partner had turned up at his home after his arrest and

had spent multiple hours there. While on paper this seems like a fairly straight-forward investigation with a very obvious suspect however there were a few issues that flagged up immediately. These include the fact that the victim's current partner did not actually see the suspect take anything from the address and the fact that three people besides the suspect had been in the address when the victim was in custody. While the victim was adamant that the only person who could be responsible was his ex-partner, it was my duty to fully investigate all of the people who could possibly be responsible for the burglary.

Due to the fact that the victim's ex-partner had made some remarks to the victim about potentially burglarising his house while he was in custody she very quickly became my main suspect, however this was not enough to arrest her and therefore a full comprehensive investigation needed to take place before any arrests could be made. The first thing I did was take statements from the victim and his partner. While they both had different experiences of what had occurred – especially given that the victim had not been present when the alleged burglary had occurred and his partner had been – both of the statements lined up with each other and gave me a good overview of what they believed had happened. Once these statements had been taken they realistically left us with three potential suspects: the victim's ex-partner, the victim's friend who had been left at the address when the victim was arrested and another of his friends who had been at the address with his current partner. Given the circumstances and the information available to me there were a few different avenues I could take. These were:

- Arrest and interview all 3 possible suspects
- Speak to all three and ask them to attend the station for a Voluntary Interview
- Hold off on any arrests and investigate further before making a decision

Each of these options had their own pros and cons but ultimately the decision I reached was to hold off on making any arrests and investigate further. To help me make this decision I used the National Decision Model. The National Decision Model is a model put together by the Association of Chief Police Officers in 2011 (Lander, 2011). The model is a simplified way of undertaking dynamic risk assessment in the quickest and most thorough way possible. The model involves 5 steps: gathering information and intelligence, assessing threat and risk and developing a working strategy, considering powers and policy, identifying options and contingencies, and taking action and reviewing what happened. By using these 5 steps an officer can quickly decide on a course of action but can also re-use the model again while executing that decision and changing course if needs be.

In this instance I feared that not arresting people would lead to the stolen items being damaged or sold, however due to the fact that there were multiple potential suspects I knew that it would be difficult without further evidence to convict any of the three. So, the next thing I did was to check the CCTV covering the victim's home. This showed all of the people we expected to be there at the address but it also showed the victim's ex-partner at the address as the victim said it would. This was significant to my investigation because it corroborated the two statements that had previously placed her at the address and it was also video proof that she had been there and had entered the address when she knew that the victim would not be there and when she did not have his permission to enter meaning that she was trespassing which is a key element of burglary.

CCTV enquiries for investigations always are done with certain pieces of legislation in mind; the main one being the Criminal Procedure and Investigations Act 1996 (CPIA). The CPIA is an act that regulates an investigation, regulates what is and is not recorded and how that information is then retained, and when the investigation is complete it dictates what must be disclosed by officers both to the Crown Prosecution Service and to the defence team. For my investigation it was important to consider CPIA when deciding how much CCTV was necessary to download for evidential purposes. For this particular incident there was a great deal of footage that I needed, however due to the guidelines set out by the CPIA it was crucial that I did not download too much. After a lot of thought I decided that due to the nature of the crime and the amount of people who could potentially be involved that I would need all of the footage between the time that the victim was arrested to when the last person who had been in his home left; this meant that I ended up with approximately five hours of footage.

The issue with having that much footage means that a lot of it is still irrelevant to the investigation as a lot of it depicts events and people who are not linked to the incident whatsoever. To ensure that all of the relevant material is used in a way that is compliant with the CPIA, I used a process known as 'snagging'. Snagging is a process whereby you clip out all of the relevant parts of CCTV footage and edit them together into one shorter video. By doing this I was able to cut down five hours of footage into 10 minutes of footage which was purely evidential. With the remaining footage, it was still important to keep it stored on police systems as it was disclosable to both the Crown Prosecution Service and the defence team should they wish to view it but it could be filed under 'Relevant Unused Material' for the purposes of the investigation as it did not contain anything of evidential value. Like the unused CCTV, any evidence or information gathered during an investigation is disclosable to both sides during a court case. This includes information that may undermine the prosecution's case. That is not to say that all information is automatically disclosed but the defence team, or the Crown Prosecution Service, can request that any information be disclosed to them at any time they want.

As well as legal issues that I needed to navigate, there were also more personal and sensitive issues that I needed to consider. One of which was considering the core values of policing and in particular ensuring that those values were upheld and that the decisions I made were not influenced by biases that I may hold, even if those biases are unconscious. There are many values that police officers must uphold and ultimately they amount to officers behaving and conducting themselves and their investigations in an intelligent and informed manner whilst being inclusive, compassionate and committed to the job that we do and the people we help on a daily basis (College of Policing, 2021). For this incident, there were a few ways that these values needed to be engaged. The first one was the genders of those involved. The victim in this case was male and the suspect was female and while crimes committed by females against males is not uncommon at all, the reverse is generally more common. Or rather, male perpetrated crimes come to the attention of police significantly more often than female perpetrated crimes (Heidensohn, 1995). Despite this, it was my duty to handle this incident in the same way as I would any other incident.

As well as the gender dynamic, something else that could potentially have been an issue in terms of biases is the fact that the victim is a known drug dealer. Drugs and drug use are a major part of what I deal with in my role as a police officer. Many of the incidents that I attend on a daily basis involve drugs in some

way or another, generally with the victim or the suspect being a drug user. There are many issues that come along with drug use but the main one is the way that the drugs can completely take over the lives of the user in a detrimental way. On average drug users report lower life satisfaction, low happiness, low feelings of the things they do in life being worthwhile, and high anxiety (Office for National Statistics, 2020). So while drugs and drug dealing is legally wrong, personally I believe that it is morally wrong as well. However, the fact that the victim in this case was a known drug dealer, was not something that I could let influence me and the way that I handled the incident. It is important that every victim gets the same treatment and the same chance at justice as everyone else, regardless of who they are and what they do or have done in the past.

Another issue that I also encountered revolved around the current partner of the victim and her family. Ultimately she was a witness in our case and was willing to attend court if needed however, due to her religion her family did not know that she was in a relationship with the victim. She stated on several occasions that her family could not find out about their relationship because if they did that it would put her in danger. This was obviously a major concern for me during the investigation as it became a priority to ensure that she remained safe and did not become a victim of honour based violence. Honour based violence is a type of violence that is usually religiously and culturally motivated. In general it is perpetuated against females by family members who perceive that the female has in one way or enough brought shame on themselves and their family. By committing this violence, the family seeks to control the behaviour of the victim and in turn restore honour to the family (Refuge, 2021). Obviously everything that the female told me was confidential and I would never relay any of this information back to her family but her main concern was what would happen if she had to go to court to give evidence. To help reassure her I talked through with her the options that were available in court to help protect witnesses and victims. These options are known as special measures and they can include screens to shield the witness, live link so the witness can give evidence outside of the courtroom, or evidence given in private whereby members of the public and press are excluded from the courtroom while the witness is giving evidence (Crown Prosecution Service, 2020). When I offered these types of measures to the witness she immediately seemed more at ease about the prospect of going to court and was grateful that I was taking her concerns seriously.

Overall, there are many things that a police officer must consider when conducting an investigation. Every decision that is made by the officer must be fully considered and thought through before it is carried out using the National Decision Model. On top of that the decision that is made must be compliant with the Criminal Procedures and Investigations Act. This means that every piece of information and evidence gathered needed to be relevant to the investigation and subsequently stored on police systems in a safe way. It also needed to be preserved and then disclosed to both the Crown Prosecution Service and the defence team in an open and transparent way. As well as the legal side of investigations, officers must also comply with the core policing values when dealing with suspects, witnesses and victims. In this instance the issues that could potentially have caused some biases in policing, whether they were conscious or not, were the genders of the victim and the suspect and the fact that the victim is known to police as being involved in illegal activity. As a police officer it is not my place to judge people and treat them in a certain way because of who they are or what they do. My job is to help people and ensure that they are supported, alongside investigating crime. I feel as though I did this well during this incident and did not allow any personal beliefs get in the way of doing my job. It was also vital for me to consider the cultural issues that the witness in this case was facing

and the fact that she felt that the knowledge of her relationship reaching her family could put her in danger. It was important to take time to listen to her concerns and do what I could at the time to address them and offer her alternatives to having to decide between being a formal witnesses and supporting her partner or keeping her relationship with her family. This was obviously a very important decision for her and if there were not certain measures that could be put in place to protect her she ultimately would have had to make a potentially life changing decision with very little time to consider her options and really think the choice through.

Word count: 2441

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Conflict management	By attending more incidents that involve conflict and learning from watching others	My team	Ongoing but I hope to improve significantly over the next three months
Liaising with other departments	By actively volunteering to speak to officers from different departments	My tutor	By the end of my tutorship
Develop more confidence in my knowledge	By revising legislation and police powers in my spare time and by watching my team members and learning from them and the decisions they make	My team	As soon as possible

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Amy Hughes (Learner, Electronic signature or type name)

Date: 15/10/2021