



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

For this task I will discuss and compare three coping strategies that I have applied to develop resilience and minimise stress since I began my role as a Police Constable in September 2023.

The burden and impact of stress and the subsequent decline in mental health of emergency workers is documented in the 2021 report “Behind the mask – How the coronavirus impacted the health of emergency responders” (See bibliography). A key finding of this report was that 69% of emergency responders said their mental health had declined since the start of the pandemic. To put this into a policing context, 61% of those surveyed were from the UK police service. Further findings of this report were, that there has been an increase in emergency service workers reporting their mental health as poor or very poor, from 14% in 2015 to 25% in 2021. My interpretation of the relevance of this report is that it helps to demonstrate the importance of emergency service workers having both early and easy access to tailored support from their organisations and also education and empowerment on developing coping strategies to deal with the stresses of the roles and help improve resilience.

The three strategies I have applied that I will discuss and compare here are -

1. Physical Exercise
2. Coaching
3. Reflective Practice

Firstly, the strategy of physical exercise.

The benefits of physical exercise on both physical health and mental wellbeing are explored in an article entitled ‘Let’s get physical’ (Wand, et al., 2008), during which they touch on many benefits of exercise including the benefits to mental health. They also state that some possible mechanisms to the links associated with increased exercise and improved mental well-being have been identified (Daley, 2002), these being –

1. The hyperthermic model – linked to an elevation in body temperature.
2. The endorphin hypothesis – caused by release and binding of endorphins.
3. Self-esteem and self-mastery – enhanced self-perception.
4. Distraction – diverting attention away from stressful situations and thoughts.

The best exercise for my own personal mental health is road or trail running. I find being out in the elements helps me to zone out and reach a state of flow and that my best ideas and reflections come to me when I am out running. All I need, is the ability to recall them

when I return home! All four of the mechanisms outlined above could be linked to my running, though I personally relate more to the distraction mechanism.

The additional merits of physical exercise that are specific to the role of the police officer, are linked to our ten standards of professional behaviour within the College of Policing Code of Ethics, and in particular the professional standard of 'fitness for work'. My personal opinion is that I would consider amending the professional standards held within the code of ethics and splitting fitness for work into the two distinct elements of emotional and psychological fitness for work and physical fitness for work.

Another strategy I will touch on is coaching. Coaching a junior rugby team at Gowerton RFC helps in detaching myself from the stresses of work life. I currently coach an under 16 team and will progress to coaching a youth team in the upcoming 2023 – 2024 season. One of the main merits of this coaching on my emotional well-being is that I feel I can give something back to the community and also help in the positive emotional and physical development of young people in the community by helping them to develop a team working ethic, physical fitness and social skills.

I believe the benefits of contributing positively to society are linked to the theory of Generativity from Erik Erikson (Snow, 2015). What does generativity mean to me personally? I would describe it as the willingness and ability to contribute positively to society and the community by passing on practical skills, ethics and values to younger generations.

The theory is also linked to a quote below from Sean Fitzpatrick a former New Zealand All Black rugby captain that I came across in the book Legacy,

"What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others"

(James Kerr, 2013 - Legacy, What the All Blacks can teach us about the business of life, Ch XIV, Pg 171).

Thirdly, I touch on the strategy of reflective practice. Through previous experience in a capacity as an emotional intelligence coach I have researched various models of reflective practice such as Gibbs, Kolb and Rolfe. I have applied the model of Rolfe (Skinner & Mitchell, 2016) throughout initial police training and have attached an example of this practice in appendix 1. In this example reflective practice has enabled me to formulate an action plan, based on a practical experience which is also linked to the national decision model.

The three coping strategies discussed have all benefited me in managing stress and developing resilience during my initial training, though all three differ in their benefits and drawbacks.

The strategy I will prioritise most moving forward will be that of physical exercise due to it's links to improved mental health and the link to fitness for work. One potential drawback of this strategy is finding the time regularly while on a changing shift pattern.

Reflective practice will also continue to be utilised and be beneficial especially while learning as a probationary officer and no doubt beyond that period. Work and time constraints can sometimes be a barrier to prompt and effective reflection, though with regular practice I find it becomes an engrained habit.

Finally, rugby coaching will continue to form large part of my life. The benefits to me personally are, that it aligns with my values in adding positively to my community and

helping to develop young people as good citizens that in turn, contribute positively to society themselves. One drawback will continue to be the time that this takes and fitting it all in around a busy work and family life.

During research on this topic, I came across a programme on BBC iPlayer. 'Belonging – Riding the waves' (iPlayer, 2023) which focused on using surf therapy for emergency workers suffering with mental health issues. Considering this, one step for the near future for myself will be to take up surfing. This will hold benefits for me personally as I believe this will help extend my friendship groups even further, benefit my physical health through exercise and benefit my mental health as I love spending time around the coast of the Gower Peninsula.

Word Count = 1092

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Appendices

Appendix 1 – Reflections with NDM – 20th Jan 2023 – Public Order Practical

Reflections based on Rolfe's model of reflection

- What happened?
- So What?
- Now What?

1. What happened?

Public order practical's on 20/1/23 with Mollie Jenkins.

Location – Waterton

Two scenarios.

First scenario – Pavilion party - Self score 7/10

Strong points –

Professional teamwork and communication with partner.

Did not rush in but came out with a dynamic plan.

Good safety consideration not leaving partner isolated.

Assertive tactical communication.

Effective arrest and communication with bystanders

PNC person check.

Effective radio comms.

Didn't leave suspect once arrested.

Development points –

Keep WL updated with what is going on.

Check in with bystanders to ensure there are no injuries.

Take details from bystanders and witnesses.

Continue to dynamically assess as while watching Mollie she was on her own for a few minutes until support arrived.

Second scenario – Waterton arms fight - Self score 4/10

Strong points –

Swift assessment of situation and communication with WL

Effective use of force.

Consideration of preservation of life and care of casualty.

Development points –

Maybe rushed in a little too fast – More Comms with WL maybe.

Tac Comms – what would change in offender behaviour if I inform them early that body cam is recording?

Baton was first option – could Parva or other options have been used first? Can you JPLANE multiple baton strikes?

Security of baton – taken from me by member of public.

What other resources could we have called? – Taser officers etc

Could have tried to keep WL updated more as to what was happening at scene.

While with casualty could have asked some questions on who attacked them?

1. So What?

Early comms and personal safety considerations with Mollie were good, coming at both scenarios from a 10 – 2 approach. Possibly needed to think what more information we could have communicated to PSC before engaging with the groups and also throughout scenarios.

Tac comms were assertive though there was no communication from me on the second scenario to indicate my body worn camera was recording.

There was good consideration to preservation of life from a positive side and remained calm while with the casualty. Could have gathered some information while taking care of the casualty.

Personal safety was at risk due to the storage of my baton in the rear of my vest at the Waterton Scenario.

After the confrontation came to a close could have taken a breath in order to control adrenalin and calm everyone down a little more at the Waterton arms scenario.

2. What next?

Action plan – reference to NDM



1. Step 1 NDM – Gather info and intelligence – Continue to gather these during situations i.e. from casualties and bystanders when appropriate.
2. Step 2 NDM – Take one step back with partner and communicate with each other in order to develop a safe working strategy. In the instance of scenario 2 think tac comms and communication of body cam recording and how this could impact offender behaviour (Step 4 NDM also).
3. Step 3 NDM – Ensure early and continued comms with PSC to ensure the working strategy is kept on track.
4. Personal safety – Store baton in trousers not rear of tac vest.
5. Tac Comms – Take breath and bring pulse and adrenalin back down. This should ensure comms are brought down effectively e.g. “It’s all over now, I don’t want to fight you”
6. Ensure good comms when support arrives on what exactly is happening and what you want them to focus on.

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:

The policing incident I shall reflect upon for the purpose of this task occurred in May 2023 in Neath town centre where after attendance at a G1 call, my colleague was subsequently assaulted by a member of the public.

To put this incident into a broader national context the Office for National Statistics figures for assaults on police officers to March 2022 (ONS, 2022) return the following figures –

“In the year ending March 2022 there were just over 41,000 assaults on police officers in England and Wales (including British Transport). Of which:

- 29,491 were crimes of “assault without injury on a constable” recorded across all forces an increase of 11% compared with 26,539 in the previous year*
- 11,730 crimes of “assault with injury on a constable” recorded across all forces (including British Transport Police), a small increase of 2.6% compared with 11,429 in the previous year”*

The regional context for South Wales Police from the above quoted source showed the following figures –

- Total assaults on a police constable (with or without injury) totalled 782
- Police recorded crime - Assault without injury on a constable were 496
- Police recorded crime - Assault with injury on a constable were 286

This trend shows a small rise in total assaults on police constables in South Wales Police over the previous year ending March 2021 of 1.7% (ONS, 2021).

In an organisational context South Wales Police takes a strategic approach to managing assaults on officers through Operation Hampshire. This approach looks to provide the most comprehensive support possible for officers and staff through the implementation of a seven point plan. This can be seen in Appendix 1 of this task.

Operation Hampshire took priority following the incident with full support for my colleague, appointment of an appropriate officer in case, provision of a victim personal statement and a victim focus referral and individual de-briefs with my colleague and myself in order to capture any lessons learnt.

In order to reflect on this incident, I will utilise the Kolb model of reflection. (Turesky, 2005). This model involves four stages as follows –

- Concrete experience – what happened?
- Reflective observation – thinking about the experience.
- Abstract conceptualisation – learning from the incident.
- Active experimentation – practical application of what has been learnt.

Concrete experience

Myself and another officer were on duty at Neath Police station and were about to go out on patrol in order to execute a warrant.

A G1 call then came in which we needed to attend in Neath town centre where the suspect had been asked to leave a public house.

As we arrived at the scene, we observed a single male matching the description provided to us by CCTV operators, talking to a female. We parked the vehicle next to the male, got out and approached the male, who in terms of offender behaviour profiling was already displaying aggressive verbal resistance.

We were given a suspect name via control works and my colleague tried to communicate with the male to ascertain if he was indeed the male identified.

The male continued to be aggressive and insisted he had a different identity to that which we were attempting to identify. Following a verbal exchange where we utilised tactical communications in order to try and ascertain his identity, he backed away and my colleague then went to speak to the female that the male had been talking to when we arrived. I went to walk towards the public house in order to clarify some details with the persons present at the premises.

As I was walking towards the public house, I turned back to see the male run towards my fellow officer, grab him and punch him with his right hand to his mouth.

The male backed away and my colleague fell to the floor.

I began to advance towards the male who was continuing to be aggressive and call me on for a fight.

My colleague had fallen to the floor but began to regain his feet.

I decided to communicate via radio for assistance as I could see my colleague was unsteady after receiving a blow to the face.

The male proceeded to make off and we both gave chase on foot.

My colleague then utilised the red button function on his taser at which point the male dropped to the floor.

I then approached the male and handcuffed him to the rear and double locked the handcuffs.

My colleague then got the male to his feet and escorted him to our marked Police vehicle.

I was seizing the mobile phone and baseball cap of the male from another person who was attempting to take them.

Once at the Police vehicle, the male was arrested for assault Police and cautioned. By this time my colleague was bleeding heavily from a facial wound and after first aid was administered he was taken to hospital. Details were taken of witnesses present. The male was then taken to custody at Swansea Central Police Station.

Reflective observation

Thinking about the experience, it was a stressful experience that appeared to last a long time though in reality, it all happened very quickly. There were many lessons within the experience that could help both me and my colleague improve our professional practice. There were instances during the entire incident that could have potentially led to a different outcome and whereby we could have gained control of the situation and perhaps my colleague may not have been assaulted. In a personal note the incident stayed at the forefront of my mind for the remainder of the shift and also prevented me from resting sufficiently between shifts. Thoughts went to my colleague and his welfare whilst also analysing my own performance.

Abstract conceptualisation

There were, as there always are, a number of learning opportunities from and incident of this nature that I have captured below –

1. Radio communication with CCTV operators once at the scene could have clarified the identity of the male we were looking for.
2. Radio communication with PSC prior to engaging with the male could have also identified the warning markers that we became aware of later. Earlier identification
3. A level of complacency surrounding offender behaviour sometimes occurs when officers have not had to deal with conflict for a protracted period of time. This may have been a contributing factor in this instance.
4. Greater control of the male could have been achieved by officers at an earlier point with better positioning.
5. It was clear at a certain point during the incident that a tac comms approach and 5 step appeal was not going to aid in managing the situation and so a more hands on approach may have been beneficial earlier on.
6. A personal learn for me was to commit to one course of action earlier during conflict. I managed to find my mind caught between three possible options once my colleague had been assaulted.
 - a. To communicate the situation via radio.
 - b. To utilise my parva spray.
 - c. To get hands on at close quarters.

The delay in making a decision meant that a foot chase was then necessary placing others in the area at risk from the male.

Active experimentation

This is an ongoing process as the incident happened around 14 days prior to writing this reflection. I now find myself approaching every G1 call with a heightened state of consciousness and awareness that offender behaviour could pose a threat at any moment.

A debrief with my acting Sergeant at the time through viewing CCTV footage was very useful in identifying some of the learning points in the abstract conceptualisation section and highlighting that early control is critical to conflict situations such as this. This can be done through positioning myself physically in a position that facilitates early control and also ensure I commit to a control tactic early having JPLANE'd the decision. Thus ensuring any tactical decision is –

- Justified
- Proportionate
- Legal
- Appropriate
- Necessary and
- Ethical

Active experimentation will continue and efforts will be made to attend more Swansea after dark shifts in order to expose myself to an increasing number of potential conflict situations.

Reflection utilising models and theories

In terms of reflection utilising models and theories I will refer to two theories or models. These will be transactional analysis and ego states (Solomon Ph.D.,) and Betaris Box

Additional work required here – insert reflections on theories

The professional policing context

In order to reflect on the incident in a policing context I will refer to the national decision making model.

Looking first at stage one of gather information and intelligence, this was a key step where improvements could have been made in this incident. While enroute to the incident we could have made attempts to elicit more information on the subject prior to arrival as it transpired that he did have warning markers for violence and schizophrenia. This knowledge would have meant we may have adapted our approach to the subject.

This need to gather more information had to be balanced with a rapid response to get to the incident quickly as this was a G1 call. Time to arrival at the call was also short as it was less than two minutes travel time from our location.

Looking at stage two of the national decision model, assess threat and risk and develop a working strategy.

Our initial assessment of the level of threat and risk was that it was low risk as it appeared to be isolated to one person being aggrieved, acting aggressively towards others and subsequently being asked to leave a licensed premises. No offences or injuries had been disclosed at that time and there were no reports of weapons involved. There was also no intelligence as to what the subject had said regarding the possible attendance of the police. The working strategy on arrival at the incident was to manage the subject through tactical presence and communication. This appeared to work initially as although looking at offender behaviour, the subject was offering a high degree of verbal resistance, he did begin to move away.

Looking at the offender profile he appeared intoxicated but not to a degree that it affected his co-ordination. He was also a tall male of athletic build which also needed to be taken into account.

The working strategy we had adopted had to adapt rapidly as my colleague approached another member of the public at the scene to speak with them, at which point the offender behaviour changed rapidly to aggressive physical attack. This presented as him running at my fellow officer and punching him in the face. The resulting change in strategy was to establish control of the subject as soon as practically possible in order to neutralise the current threat to the public and ourselves. This was achieved by tactical use of a taser red dot with no deployment after a short foot pursuit, the offender dropping to the ground and complying after they observed the red dot.

Reflecting on this, the level of threat and risk could have been increased if we had been made aware of the offender behaviour in the licenced premises as, while he was in the licensed premises he is reported to have stated, when informed that the police had been called "*Bring them on, I'll take them all on*". Having this level of knowledge prior to arrival at the scene would definitely have changed out working strategy. Why would it have changed? This would be due to an increased level of threat and risk to both the public and ourselves.

In relation to stage three of the national decision model, considering powers and policy, the initial approach prior to arrival was to potentially move the male on and if it became necessary to arrest for breach of the peace. A potential section 35 dispersal order could also have been an option.

It became clear upon attendance looking at the offender profile and impact behaviours that we would need to consider further powers and policy.

Due to the rapid escalation and the assault on my colleague a Section 24 PACE arrest became necessary. The necessity under code G of PACE being to effect a prompt and effective investigation, prevent further harm and to prevent the disappearance of the offender as he had made attempts to flee the scene.

On reflection here looking at the warning marker for schizophrenia for the offender, had we been in possession of this information and further information gathered on his behaviour then a judgment could have been made on whether a section 136 of the Mental Health Act 1983 could have been an option in this instance.

Consideration should also be given here to the effect of alcohol on schizophrenia as it would appear that the male had been drinking alcohol. The NHS state the following in terms of alcohol consumption in patients suffering with schizophrenia –

"Regularly drinking more than the recommended amount of alcohol or using illegal drugs can trigger psychosis and make symptoms of schizophrenia worse." (NHS, n.d.)

Taking into account stage four of the national decision model in identifying options and contingencies, our first option was to get the male to go home of his own volition. The contingencies here were to utilise a dispersal order under the Anti-Social Behaviour, Crime and Policing Act 2014 or to arrest for a breach of the peace if he failed to comply with our instruction.

In terms of stage five of the model, we were then triggered into action by the offenders behaviour which resulted in an assault, foot chase, tactical use of the taser red dot and use of force in handcuffing and transportation to custody. Operation Hampshire was

helpful at stage five also as the de-briefs provided a formal structure for reviewing what happened, capturing lessons learnt and action planning for the future.

There were no cultural, ethical or language issues encountered during this incident as the male involved was a white, British male.

Word Count – 2324 *Requires editing to reduce count*

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Appendices

Appendix 1

Assaults & Hate Crime On Police Employees



7 Point PLAN

Our pledge to you

The safety and wellbeing of our staff is a priority for South Wales Police. We will not tolerate assaults or hate crime against our staff and we will do all that we can to improve your safety and support you should the worst happen.

The Chief Constable's 7 Point Plan sets out how we will respond as an organisation and what you can expect as a victim.

What we will do		Why is this important to you
All assaults and hate crimes against our staff will be investigated with the same care, compassion, diligence, and commitment as an assault or hate crime on a member of the public.	1	It is essential you report all assaults and hate crimes against yourself so that primarily we can provide support to you but also bring offenders to justice and minimise risk of reoccurrence to others.
The Victims Code applies to all police officers, staff and volunteers who have been subject to assault or hate crime.	2	As a victim you will be kept updated, and we will discuss possible outcomes, and take account of your point of view before deciding an outcome.
The affected officer or member of staff will never be the officer in charge of the investigation.	3	You should not take statements or investigate the offence. It could undermine the integrity of the investigation and impact you as the victim.
We will support our victims and provide the most appropriate welfare and supervision.	4	As a victim the impact of an assault or hate crime can be different for everyone, and your supervisor should meet with you as soon as possible, they will be aware of the potential effects of the incident.
Supervisors' must report the incident using the injury on duty form and record the crime on Niche.	5	Your supervisor should ensure the incident is correctly recorded. They will outline next steps in terms of the investigative process and support plans for you.
Supervisors' must notify the BCU Commander/ Head of Department to provide continuity of welfare support and management of the investigation.	6	Occupational Health, relevant staff associations, Police Federation, Superintendent's Association, and Trade Unions can provide bespoke support if you require additional support.
To achieve a successful prosecution, we will always present the best evidence we can and we will review lessons learnt.	7	It is really important you provide the best evidence to bring the offender to justice and complete a Victim Personal Statement as this can impact sentencing and may be useful in assisting with your recovery.



Jeremy Vaughan
Chief Constable
South Wales Police



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 **investigated** 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 during the **investigative process**.

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:

Occurrences to consider –

- Quarr Road
- Melyn – week one
-

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part 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 how this impacted upon your decision making and use of discretion within the **investigation**.

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:

The text on this task is incomplete.

Tennants Grove – Breach of order

The incident I shall critically explore involves the offence of a Breach of restraining order in May 2023.

Research statistics on breach of order

The incident itself involved a response to an anonymous call that there had been an alleged breach of a restraining order at an address in Tennants Grove in Skewen. The call had stated that a male was at an address in Tennants Grove and that as part of the court order he was not permitted to be within 50 metres of that address, the order itself being valid until 2027.

Reflections below – link these to the NDM

We arrived at the address and body worn video cameras were activated. Upon attendance at the address a female answered the door and identified herself as the individual which the order was in place to protect. The female was asked if the male in question was at the address which she denied.

When asked if officers could come in for a look for the male, the female agreed to granting officers access.

My colleague entered the property while I remained outside monitoring a side gate of the property. This was advised by my colleague as she had previous experience of dealing with this male and had experienced him making off from officers in the past while they had been attempting to detain him. My colleague had also experienced the male being aggressive and resisting arrest in the past.

After a very brief period of searching my colleague located the male in question hiding in a summer house of the rear garden of the property, behind an old shed panel in the summer house.

I then proceeded very quickly through the side gate as I was aware of the potential impact factors of the male, the fact that my female colleague was on her own with him and that she had experienced aggression with him in the past.

When I arrived, the male seemed compliant though due to his past history we got hands on immediately in order to prevent his disappearance.

The male knew that he was in breach of a court order and knew that he would therefore be arrested. As he knew this would be the case and was compliant, he requested that he not be arrested in front of his son who was downstairs at the property. The fact that he was compliant meant that we were comfortable with his request and we escorted him into a front room of the property, away from his son, where I placed him under arrest, cautioned him and informed him of the necessity and time of arrest.

Force was used via compliant handcuffing to the rear. The male expressed that the cuffs were hurting his right wrist due to a previous injury and so I adjusted the cuffs slightly for comfort before double locking them.

The male was then escorted in custody in Swansea Central Police station where his detention was authorised.

The incident occurred on a busy bank holiday weekend which meant that due to capacity issues with the hub at Swansea Central station, myself and my colleague had to complete any outstanding actions which included a statement from the victim, interviewing the male in custody and building the case file.

The incident proved deeper in complexity as it transpired on deeper investigation that the victim in the case was happy for the male to be present at the property. This was stated by the male firstly when he was presented to the Custody Sergeant and taken through the circumstances behind his arrest. He stated that although a court order was in place that the victim had consented to him being at the address and that he was under the impression that she was willing to write to the courts in order to have the order rescinded.

My colleague and I then returned to the address to take a statement from the victim. The victim stated that she did not want to make a complaint but that she was willing to provide a negative statement. I questioned to her as to why the male was at the address to which she stated that she lets him stay there in order to have access to their son. She stated that they were partners previously but that due to previous incidents of domestic abuse, they had separated. She stated that though he was allowed to stay at the address, they were

not currently in a relationship. She did not corroborate the males statement at custody, that she was considering writing to the court to have the order rescinded.

Review responsibilities as arresting, interviewing and OIC under CPIA

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed:

Date:

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