

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(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/agh-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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	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:

For this task I am going to be focussing on the initial six months of training at Kingsway Bridgend to be a Police Constable. I will be looking at coping strategies, resilience and stress factors and reflecting on the strategies that I used during this period in order to help me. I will be focussing my attention to the use of exercise and healthy eating. During these six months of training on the whole, the experience personally has been an enjoyable one. However, having left school around twenty years ago I was very daunted by the thought of a classroom environment, revision and in addition the need to undertake written exams. This was not only due to the length of time out of a teaching environment, but also bearing in mind my home life. I have a family which consists of a very supportive wife, who has a very stressful full-time job and two active children (aged 13 and 11) who both have a lot of after school activities, such as swimming, football, cricket, cycling so in general, we spend a lot time out of the house. Due to not only the demands I faced in work, but also those outside of work I thought I needed to ensure that I made time for myself, time which would allow me to escape from everything and allow for an hour or two for me to be myself away from all the distractions. For me stress can be a positive feeling and can help you push through things when times and/or the moment is difficult. However, evidence suggests that prolonged periods of stress can be very detrimental for a person's health. If you are exposed to this factor day in, day out with no escape or release, it can lead to a state of exhaustion (nhs.uk, n.d).

Throughout the six months training course the word 'resilience' was used very often, it was reinforced throughout how a constable needs to be resilient. Initially I took this at face value, but as the course progressed and I began to understand the role of a constable in more depth and learning of the day-to-day issues you could be facing; from grade one emergency calls, to working shifts and then having some of your rest days cancelled, I could see how the stress can build and this is where resilience would be required. This is when I thought it would be beneficial in the early stages of my policing career to find and establish a coping strategy which aided me to be resilient now during my initial training but also one, which I could establish and embed when my training period was complete and I was deployed to a station. Resilience is shown when the mental strength found within an individual allows them the ability to cope in a difficult or challenging time(s) and/or over a prolonged period of time. Cherry (2021) claims that 'resilient individuals' are more likely to cope during difficult or unpleasant situations and may find it easier in overcoming the consequences to such situations.

There are two avenues I adopt to use now as coping strategies, I chose these as I felt they were both sustainable options; after my initial training, during my tutorship and also for when I go independent. Firstly, I choose training for a triathlon, a sport which involves swimming, cycling and running. The second avenue I choose was to adopt better healthy eating habits which comes hand in hand with training for such an event. I looked at how this was going to work for me on a limited timescale. I focussed the initial period discussing with my family what days and times would best suit them while I was working 9am to 5pm, Monday to Friday. We agreed that Mondays, Wednesdays and Fridays would best suit us all. When I first started training I soon realised how much I enjoyed the three disciplines. I have always enjoyed sports, so being able to focus on three sports was a positive for me. I quickly discovered that whilst training, working and juggling family life that efficiency was a key factor, meaning that I quickly had to learn to be very efficient with my time. If after a stressful and/or demanding day in training, I also noticed that my training would help alleviate these stresses, which I found left me in a better position mentally. Research evidences that endorphins are chemicals released in our bodies during exercise and these chemicals aid in relieving a person from pain, stress and can assist in the overall improvement of a person's mental health. On occasions, regular exercise has been recommended by medical professionals to patients suffering from anxiety and/or depression. They are often referred to as the body's natural 'feel-good chemicals' (Team, 2020).

I have come to realise that when I can and time allows I would prefer to exercise outside. Evidence suggest that just being outside can increase your mental well-being, so if you exercise outdoors too, then it can only aid in furthering the well-being boost (Positive Routines, 2019). Since I was a child I have always loved being outdoors and I feel the same now as an adult. The one consideration which we didn't take into consideration as a family when trying to agree on my training days for the triathlon was the early morning dog walk. We have a one year old Cavapoo who is very active and loves his walks whatever the weather. We discussed the possibility of me taking him on my morning runs, we had a few trial sessions just to ensure that this new routine worked for us both i.e. that he enjoyed it and that it didn't have a detrimental impact upon my training session. After a few attempts, we now have mastered this routine and I've found that it's more enjoyable to run with company.

When I try to compare the coping strategies that I have used such as exercise and training I found that it is really difficult to compare as they both generally come hand in hand. What I found I was that with whatever form of training I was doing it really lend itself to me choosing to eat healthy. Not because I was consciously focussing on that element but more so, because I wanted to eat the healthier foods as that allowed to better fuel my body for the subsequent training sessions. With my buying the healthier food options and cooking more meals myself, my kids would help me with the cooking on times; they were interested in the food preparation and quickly learned that they enjoyed preparing and cooking their own meals. This seen a new willingness to try new meals, because they knew what they had put in it and that they were gaining enjoyment from the family unit eating meals they had prepared. The change of eating habit has been adopted by the entire family, which was not the initial intention but that in itself comes with its own benefits. We now also plan in advance which meals we are having on certain days and from that, are able to create a shopping list. Every member of the family picks a meal of their choice during the week and then we agree as a family for our Friday evening meal. Over the weekend period, we have agreed that this allows us free range on meals, so there is no set plan; it also enables us to factor in a takeaway and/or sit down meal. Another lesson learnt from this and it was probably an

oversight on our part, was that we didn't consider the increase seen with the weekly food shop. Our weekly shop increased significantly by us purchasing more fresh produce which is supported by the Broken Report. This report found that healthier foods are much more costly than those processed/junk foods and studies evidence that families are choosing the cheaper alternatives, which can have a detrimental impact on an individual's health and eating habits (Kelly-Linden, 2020). We did previously used to have a takeaway on a more regular basis, perhaps once or twice a week and we have now found that the amount of takeaways have decreased; not initially because of the financial element but because as a family we have found an enjoyment in cooking together. We still have a pizza and/or a curry but we now cook these ourselves.

In conclusion, I am really pleased how these coping strategies to develop resilience and also to minimise stress have positively impacted on all aspects of my life, but also that of my families too. Certain elements have not worked so well, such as exercising on allocated days/times due to other lifestyle elements but this has only strengthen my ability to better manage my time. It has also been really rewarding to see how much happier and healthier we are as a family unit, this process has probably brought us closer together which was an unintentionally bonus. I am also confident that this training element will allow for me to manage my stress levels whilst on placement and hopefully during my policing career, as I have noticed how exercise helps me reduce my levels of stress and having time to train also allows me with time to myself. By doing something to reduce and manage your stress levels whatever that activity may be, only helps in achieving a better self-well-being and better more resilient you (nhs.uk, 2021).

TOTAL – 1584

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:

Being relatively new and only two weeks into my tutorship I didn't have a massive amount of incidents to choose from, which I thought would satisfy this criteria. The incident that I have decided to refer to I feel is relevant as it is one of the incidents which I have reflected on. Not only have I reflected on how I could have improved my own professional performance in order to benefit me and my career as a police constable, but also upon my colleagues performance and reviewed how possibly my performance impacted upon them and likewise, how a colleague's performance could have seen an impact upon my own. I have choose this incident also, as there could have been a variety of outcomes; none of which would be right or wrong. I will be using Gibbs Reflective Cycle (1988) to reflect upon the incident, using this theory will allow me to break the incident down into smaller sections, which will aid me to review the whole incident more in-depth.

During my first night shift we were called to a G1 call where it was alleged that two men were acting suspiciously in a street and possibly knocking upon front doors. The call was received at 22:35hrs. Due to the limited information and it being my first night shift, I was sat in the police van on route to the scene feeling very nervous and somewhat apprehensive of what I could expect. When we arrived on scene, myself along with my tutor witnessed one male, matching the description given, walking away from the reporting person's address. However, there remained one male also matching the description given still

outside the address. When we left the police van, my tutor immediately went to speak to the suspect leaving the scene, as there was not a large distance between us. I then approached the male who has remained at the scene. As I approached the individual, I was able to identify the male as a gentleman who we had dealt with on my first day shift. On our previous encounter, we had detained the male under Section 136 of the Mental Health Act and had conveyed him for an assessment, where he was released shortly afterwards. According to Tracey Nixon, those individuals suffering from mental health issues have a lower ability to manage normal everyday pressures and that it attributes to them suffering in many ways such as having self-esteem issues and in turn suffer with lower confidence, this will hinder their ability to undertake such tasks (WiRE, n.d.). When I initially engaged with the suspect, he immediately recognised me from our earlier meeting, as only two days had passed. There were several members of the public out in the street as the suspect was being very loud and expressing vocally that he was suffering from mental health issues. I initially kept my distance adopting the National Decision Making model and 'assessing threat' whilst at the same time looking to 'developing a working strategy'. I was also very conscious as to how I dealt with the suspect as I did not want to cause an initial negative impact upon him and/or relationships he may have with the Police, by being perceived to the dismissive of his mental health issues, even though I had knowledge that his recent assessment (only a few days earlier) had not found offered any formal mental health diagnosis. I was also mindful that as members of the public were in the vicinity, I did not want to appear dismissive of the subject's claims in front of them – as this again would not be perceived in a favourable way; it could have a negative impact upon the Police in how we deal with incidents involving vulnerable individuals. "A vulnerable adult is a patient who is or may be for any reason unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation" (nhs.uk, n.d).

Members of the public at this point were shouting "You can't lock him up, he's got mental health issues". Due to the Police Data Protection regulations, I was not able to explain that the suspect had no formal mental health diagnosis, as that is personal and sensitive information. However, it did make it harder to manage the members of the public perception of our handling of the suspect should we have needed to arrest him. I was conscious that local public opinions of us, would be dependent on how we dealt him with. An arrest may have been perceived as him being mistreated by us, which could have a detrimental effect and cause mistrust within the community policing area. Due to my recent training, I believe we should actively represent the Police in the best possible manner when dealing with any incident. When we had dealt with the suspect previously, he has appeared very calm and polite. However, on this second occasion, he presented as more agitated and aggressive in his manner. I did try to adopt the 5 Step Appeal in an attempt to calm the suspect down, which unfortunately he did not acknowledge. I recalled from our earlier encounter that he was wearing a baseball cap, which had the number forty-six embroidered upon it. Being a MotoGP fan myself, I knew that our suspect was most likely a Valentino Rossi fan, so I tried to use this knowledge in an attempt to build a rapport with him, build some common ground and allow for positive engagement. Unfortunately, the suspect was still irate, he did continue to shout but also started to intermittently engage with me. I was then joined by a colleague, who took control of the situation and was very assertive, this appeared to enrage the suspect again which seen him becoming even louder and more aggressive in his demeanour. I stepped forward to try and de-escalate the situation by attempting to show that I was listening to his concerns by active listening, this included asking open questions, maintaining eye contact and nodding my head to support my engagement. Several other units had now attended, which made the suspect appear a little calmer. My colleague then took hold of

the suspect's arm and led him to the van. I then took the other arm and continued to engage when possible with limited responses. The suspect was then informed that we would have no other options, other than to arrest him for Breach of the Peace if we needed too. After communication between my colleague and the Sergeant, it was agreed that we would transport the suspect to the local hospital, so that he could again receive further assessment. The suspect was then detained under the Mental Health Act in order for him to receive the care and support he required. The Mental Health Act (MHA) 1983 offers two provisions in its legislation, one of which sees a patient be free to leave/attend the hospital for treatment as/when they see fit – these are referred to as 'informal' patients. The second type of patient is admitted into a hospital setting for treatment against their will, and they cannot be released until the medical professionals consider it appropriate to do so. These are known as 'formal' patients (Elysium Mental Health & Well Being, n.d.).

When I arrived at the incident and recognised that it was the same suspect that I'd previously dealt with along with my colleague and tutor, it gave me a little more confidence. I felt I knew how receptive he was to police and recalled how easy it had been to engage with him and explain yourself and the situation. Reflection has made me see that this was not the case and made me learn that this should not be the case as response officer. Looking back, I was not aware of anything that had happened prior to the incident, there could be an accumulation of many different factors and/or just one singular reason which led to this incident. I was unaware if the suspect had been drinking, whether he was a regular drug user, whether he had any sleep in the past few days or whether he was trying to deal with a recent family bereavement. When I left the van and my colleague went to deal with the other male, I immediately tried to de-escalate the situation by keeping distance and also being mindful of the way I carried myself. I done this with the belief that the suspect would see this and become calm. I don't think this approach really worked to the level I hoped. However, I think that if I'd have come in with a more assertive manner, showing that I can and will take control, if needed I think this would have been the better option in dealing with this particular incident. Reflecting further upon others actions with my colleague coming to the incident and dealing with the male, in what I could call a more assertive manner and taking hold of the suspect and leading him to the van. I don't think that this approach really worked as it appeared to close the suspect down, making it more difficult to engage with him in any conversation and any understanding over what had happened prior. Guma (2014) believes that a previous negative impact, whether it be a simple or a significant one, can have long-term impact for an individual.

I'm fully aware as a police constable you are required to take control of a situation and do your best with the time and resources that you have available to you and to always doing your utmost to serve the public in the best possible way. This sees police staff following the Police Code of Ethics and the set policing principles. If I let the suspect continue in his alleged behaviour, knocking upon peoples doors and shouting in the streets at night, not only might this have had a knock on effect causing possibly more issues if a member of the public approached either suspect but it also most definitely would have had an impact on the well-being of the public who lived in the street. For this reason, due to the suspect's non-compliance we did have an initial and immediate option available which would have been to arrest him for 'breach of the peace'. I decided that due to the suspect's potential mental-health issues some discretion was needed, I felt that if we removed the suspect from the area it would be of benefit to the public, who we are serving, in that the disturbance had been removed from their street and if we took the suspect to hospital for another assessment, this would be the best possible outcome for him too. Even with my limited

policing experience, it was evidential at the time that the suspect needed some support in the form of the mental health services, which with personal discretion allowed him to receive the help needed. In the end, we came away from a situation which was resolved and I honestly believe it was the best outcome for all parties involved; the two suspects, the local community and the police force. In hindsight, maybe if we did meet in the middle with me being slightly more assertive without the need to use physical force, it may have been dealt with more quickly. However, from previous experience working within the Prison Service for a number of years and having witnessed first-hand how people can change and how incidents can accelerate when physical force is used, even if it's just taking hold of someone's arm and leading them away, sees me believe that verbal communication is one of the greatest skills to have. As police officers we are legally allowed to use force if it is believed to be necessary in the circumstance, but it must be used as a last resort. Police are governed by Section 117 PACE, Section 2 of the Criminal Law Act 1967, Common Law and the Human Rights Act 1998. All police officers are taught the need and the importance of having to complete the mandatory 'Use of Force' paperwork for any incident which sees them using force against an individual. When force is used by police staff it is compulsory that this paperwork is completed, this is used as validation that at the time the force used was lawful and applicable. By officers doing so, it allows for translucency, answerability and integrity to be instilled throughout such incidents. These forms also allow for the internal investigation and review of use of force incidents which can see both good and/or poor working practices identified (www.humberside.police.uk, n.d.).

I am aware, that on occasions force will be used if deemed necessary in order to take control of the incident and upon reflection, we could have used force to physically removed him in a more assertive manner rather than just taking hold of his arm and leading him to the van. Ultimately, this tactic was still effective as he didn't make any threats to the public and/or to directly harm himself. He was only being verbally resistant throughout and did not become physical at any point and his non-compliance was only directed towards the police staff and not any members of the public. Therefore, if we were to use significant force from the start without any justification, I believe that the use of force would not comply with the use of force standards mentioned above. If the force was not compliant with any of the required standards it could possibly be considered as unlawful and torture, contrary to the Human Rights Act Article 3 which states the right to freedom from torture. Also, another consideration which needed to be taken into account was that if arrested, he would have been taken into police custody where he would have not been able to obtain the required assessment. From here, he might have just been released back into the community where there was the potential for the whole cycle to occur again; causing a greater strain on not just the community but also for the local Police force.

Reflection is a very important element I use day to day, this is not just in a policing context but also in life in general – whether this is a sporting event or even to how you deal with a parenting issue. I'm of the opinion that you can improve on anything that we as an individual does and that reflection allows for a better, clearer understanding of how and where we can improve. This is reflected by Gibbs (1988) where reflective practice can be used to help people better educate and equip themselves by reflecting on previous performance/incidents in order to develop themselves and their working practices/performance for future development (The University of Edinburgh, 2020). What I have found since starting my career is that not only can I reflect upon my individual performance but I can also self-reflect on the incident as a whole. This includes reflection upon colleagues' performance, whether this is the response team who I attended with to the

information which was shared with us prior to arriving at the scene. I honestly believe if we all reflect on incidents, the Police Service would benefit and in terms this could potentially have a positive impact upon the communities that we serve.

TOTAL: 2568

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:

For this incident I will implement the Gibbs Reflective Cycle (1988) to allow me to reflect upon a reported domestic violence incident which transpired to be a case of harassment. I hope that by using the Gibbs Model and the Cycle effect it will allow me to explore in depth several elements of the incident, whether my findings be positive or negative, in order to better develop and assist me with my policing experience and knowledge.

The incident I attended was a G1 call which came with limited information, as this was not a matter which I had dealt with before my Sergeant thought it would be a good call for me to attend with my tutor. When we arrived at the scene it was clear that this was not a domestic violence incident, but more of a public order offence. Two members of the public were arguing in the street and it was initially believed that the male and female were partners. However, when we started talking to the people involved it became clear that this was more of a harassment offence. The dispute was between a male who owned a construction company and another male, who along with his partner, believed that the company owner owed him money having terminated his contract due to him continually not showing up for work. The victim (the business owner) had been receiving continuous text messages and phone calls from the suspect demanding that he was re-employed or paid his wages; the suspect believed that it was an unfair dismissal. Harassment is the result of unwanted, undesired attentions that sees the recipient feeling distressed, threatened or humiliated. It can be classified as a crime when it has occurred on two separate occasions by the same individual (Citizensadvice.org.uk, 2019). When dealing with the victim, my tutor advised me that this would be a good opportunity to use restorative justice. This was

something that I haven't used since training but when mentioned to me, I acknowledged and agreed that this approach could potentially be the best possible outcome for both parties concerned. Restorative Justice Council (2016) claims that this practice sees the victims and those responsible for a crime into communicative contact. It allows all involved in a particular incident a part in repairing the anguish/trauma caused and attempts to aid a positive outcome. This practice seeks to support people to recognise how and why their actions impact/affect others, whilst aiding them at the same time into taking accountability for their prior actions. Having previously worked within the Prison Service, Restorative Justice was used regularly and was found to be very effective. Prior to its implementation, if two prisoners had a fight; the incident would be de-escalated, seeing both individuals separated and placed on report for the incident. The adjudication report would see them placed in front of a Prison Governor who would review the incident reports, view CCTV footage and then issue each individual with an appropriate punishment. Once their punishment period was over, the prisoners would be allowed back into the unit community and fights would occur again. This continued circle of incidents/behaviour resulted in Restorative Justice being implemented and used prior to the scheduled adjudication hearing. It was an informal meeting where both parties involved could discuss and explain what had happened and why. Prison staff would be present throughout the meeting to monitor and chair it, and to also take control if needed but this method which I'd first-hand experience of, was a very effective tool to prevent further conflict and did aid in building better relationships. According to Government research restorative justice aids in a 14% reduction in reoffending levels and sees an 85% victim satisfaction rate (Restorativejustice.org.uk, 2016).

When speaking with the victim about the possibility of dealing with this matter via restorative justice, the victim was adamant that they wanted the suspect arrested and dealt with via the justice system. I initially explained to the victim that this might not be the best course of action, as I believed that due to the suspect's limited sanctions and him stating that he was unaware that he had been committing an offence, there was a high possibility that the Crown Prosecution Service (CPS) would not take the case forward. It was clear that the suspect was completely unaware that his actions could potentially be classified as harassment. Having arrived on scene and after conducting the required NICHE and PNC checks on all parties involved, none had any prior offences or warnings for similar matters. As this was the case, I thought that this could be used in a line of defence if the suspect was arrested, I did believe I had a necessity to arrest in line with Code G of PACE which meant the arrest was lawful. Even though I felt I had a necessity to arrest, in accordance with PACE I am duty bound to consider all other possible alternatives first, as only in the abundance of any alternatives is an arrest 'justifiable' (Sorrell, 2021). When explaining all options to the victim, I explained that South Wales Police is a victim led service and we would proceed how the victim wishes, pending his wish was lawful and that I felt it was appropriate and considered it the best course of action. I personally felt that Restorative Justice was best suited to conclude this situation, but an alternative option available following a discussion with my tutor was a harassment warning. I explained to the victim that if we issued a harassment warning and the suspect was to breach the warning at a later date then he would be liable to be arrested and CPS would have a stronger case on this occasion; as the suspect would have known what he was doing was unlawful. Despite this, the victim was still adamant in their views that they would like to proceed with formal action being taken against the suspect and wished to provide a formal statement.

At this point, I felt it was necessary to explain the process of providing a statement and that they could be asked to attend Court which could impact upon their daily life. My intention

was not to talk the victim out of providing a statement but I felt it was very important to ensure that they were aware that once they'd made their statement, the process was not fully concluded. After informing my tutor of the route the victim wished to take, he reiterated to the victim that harassment is a very difficult crime to prove in the first instance and is more likely to be successful after the issuing a harassment warning or after Restorative Justice, but the victim still wishes to proceed with formal action. Once the statements were taken we then issued the suspect with a Voluntary Attendance (VA), the suspect attended the station where he was cautioned and interviewed in relation to the incident. After the interview was concluded, the suspect was released and no further action was issued against him. This was due to the fact that he was unaware that what he were doing was wrong, as previously mentioned on scene. It was clear that what the suspect had done did not fall in line with a harassment charge, as they were unaware that their behaviour was causing alarm or distress to the victim.

Being the officer in charge of the incident, I was fully aware of my duties to ensure that the victim was updated with any developments in the case. It had been agreed prior that I would keep in contact with them on a weekly basis and that if required, I would make contact with them outside this period if developments required me to do so. I provided the victim with my direct work mobile number and email address, plus my tutor's details and informed them of our shift patterns and how we don't work Monday to Friday and normal office hours. I also explained that if they would like further help there were avenues and services that could offer, such as Victim Support Services. These services were declined by the victim but it was explained to them that even if they declined at this moment in time, should they change their mind at a later date, access to the support service(s) could be later facilitated. There can be many effects of being a victim of crime, although many individuals show these immediately after and/or during an incident, there are some individuals who still experience the effects; days, weeks or even months after the initial incident. Some individuals can be the victim of a truly horrendous offence and cope very well in the aftermath, whilst others who've fallen victim to a much lesser crime may be more distressed and in need of extra support. All victims are different, the timescales for the post-incident effects vary and so will the level of support required too (maintenance, n.d). This is why I felt it was important to not only offer and advise of the available Victim Support Service immediately afterwards, but also further again when I have made my required contact with the victim via the agreed weekly contact. When we were called to the incident, the ultimate goal was to stop the suspect continuing in their contact with the victim. I feel the natural outcome of the incident will see this to be the case, as I feel confident in my belief that the suspect will not be seeking to contact the victim further as a result of our interaction. However, should this not be the case and contact still continues, I am confident that the victim will request further involvement from the Police and that we would be better placed with these later incidents to secure a conviction.

The more incidents which I am attending along with my tutor, the more I believe that my confidence is growing. This sees reflection becoming very important in terms of my development. By self-reflecting on those incidents that I attend, I believe that this benefits me personally with my policing career as not only does it allow me to identify potential weaknesses or areas in need of improvement, but it also aids me in focussing on the positives and areas which I dealt with well. A Police Officer can be a very difficult career to start out in as there is so much to learn, it is on the job training in real-life situations and you have very little time to actually sit down and digest things. So, it has been really useful to look back and reflect over incidents to see how well I have done things and how I appear to

be progressing throughout my training period; this is very noticeable now when I am attending similar calls to those I have attended prior. My tutor has been very helpful and has always stated that you will make mistakes, but the important element is that you learn from your own mistakes and not someone else's. I am fortunate in that my tutor allows me to lead on a lot of incidents which I find really useful in terms of aiding my development, knowledge and confidence. I strongly believe that this is allowing me to gain a better understanding and awareness of what the people in the community that I am policing expect from South Wales Police from first-hand experience.

South Wales Police's vision states that they aim 'to be the best of understanding and responding to our communities' and by being allowed to lead on many incidents, I feel that I can really honour this vision. By taking the time for self-reflection on incidents, their outcomes and the initial expectations it provides a solid foundation for an individual's awareness and learning in order to develop and advance (www2.deloitte.com, n.d.). Whilst I remain happy with my own personal performance throughout the incident and am of the opinion that we reached the right outcome for the victim, I believe I represented South Wales Police in a positive manner and fulfilled its vision on this occasion, whilst also ensuring that the investigation was conducted in a professional manner and in accordance with the Criminal Procedures Investigations Act (1996), Chapter 3, Code A. I do believe that the victim still thought that the only available option was that of formal action, although I did my utmost to advise them of the other alternative options to the best of my ability, upon reflection I currently don't hold the in-depth knowledge to explain some topics as clearly as what my tutor could. With regards to this point, I have consciously made an effort to research how the Restorative Justice process is implemented by South Wales Police, as I naively thought that the two processes were quite comparable. At the time of the call, it was classified as a G1 but when we arrived on scene it was immediately apparent that this was not an emergency incident, so in turn we treated the incident in accordance with how we felt best matched its severity. In hindsight, it was not a high priority incident, however, that does not take away the importance and the impact that the incident had upon the victim, which was an ordeal and difficult time for them - never having any prior Police interaction before. There are certain elements of the incident you are unable to control and/or prepare for, one of those being the possible defence put forward by a suspect as this is something that you've no control over and sees you having to be reactive to their justifications.

Inclusion and diversity are vitally important to South Wales Police, the publication of the 'Joint Equality Plan 2019-2023' details its key quality objectives. The victim in this case was English and had no prior contact with the Police, I recall her saying that "we don't phone Police, where we are from". This comment really stood out to me personally and I felt that there was an opportunity to build trust with an individual from the community who has never had any prior Police interaction. Changing this one person's view on the Police might not only impact her, but it might impact her children, her friends - anyone who she may have discussed the incident with and hopefully, allow her to explain that she was happy with South Wales Police's involvement and how they handled the whole investigation. If I look at the incident as a whole, the victim may have not received the desired outcome which they wished to have taken initially when calling the Police. However, upon reflection with regards to how they were treated from the initial call being made to 999, to our arrival at the scene and all later correspondence, including South Wales Police's own policing values, I honestly feel both the victim and the suspect were dealt with in a professional manner. It was taught to us in training that you should treat people who you deal with, whether their a victim or suspect, in a way you would like someone to treat a member of your family; that has stood

by me in my early career and will continue to play a vital part in my policing years to come. At every stage of the incident, every outcome and pitfall was explained to the victim. I also feel as my role as the officer in charge I explained the best route in my professional opinion and the possible advantages and disadvantages of each option. I do believe now that for my next harassment call, having undertaken further research into restorative justice and taken the time to speak to my colleagues about how they've handled similar incidents, I will be better placed to explain the process confidently and accurately. Having said this, I am confident that this wouldn't change the way in which I handle a harassment incident, but if I was to go to the same incident now I think the outcome would be slightly different. On this occasion, the victim lead on how they wished the incident was dealt with and it was viable, so I had no reason not to follow this route. As long as the investigation is explained to the victim throughout the incident, along with the possible outcomes and all the appropriate Codes of Practice have been met then I feel it's been a success from a South Wales Police stand point.

Word count - 2745

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:

Decision making is a vital part of policing with regards to the management of any offence or incident which requires investigation and assessing and protecting or even securing evidence. Discretion and the positive use of valid decision making when managing offenders have played a large and what I claim to be a successful role in policing such incidents. I will be using Gibbs Reflective Cycle (1998) to reflect on the incident of criminal damage. The incident in question involves a thirteen year old boy and I am going to explain why I choose the route I decided to take and also, with the use of the National Decision Making model (NDM), I will clarify my decisions from the start of the incident through until conclusion. My decisions were made in line with South Wales Police principles and my responsibilities were professional in line with The Criminal Procedure and Investigation Act 1996 (CPIA).

I received a call over my personal radio of a boy causing a disturbance at his residence. On route to the address along with my tutor, I collated any available information and intelligence via my mobile device. The boy was unknown to Police and did not have any NICHE or PNC history but the Reporting Person (RP) had stated that she was the foster carer for the boy involved. The incident was graded as a Grade 1 call which required an immediate response. On route I discussed with my tutor, the best outcomes and solutions to such an incident. Due to the lack of obtainable information it was quite difficult to establish a best option plan. Whilst on route, I utilised this period to contact the RP on the telephone number that she had reported the incident from in an attempt to gather more information. My tutor and I had adopted this process on previous calls and I had found it to be an effective way in

establishing a better understanding of the incident. It is vital that we use such available information to protect the public, the emergency services and also the victim and suspect themselves. The Police Forces across the UK handle and process personal data with the sole intention of the 'prevention, investigation, detection or prosecution' of a crime. Individual's personal data can also be used for safeguarding measures and to assure public safety (www.met.police.uk, n.d.). I read the call log to my tutor to ensure that we both had a clear understanding of what had occurred. My tutor told me that I would be leading on this incident and would be responsible for my own decisions. My first thought was enforcing an arrest and I considered whether this would be my only option. By ensuring that I used the NDM model, I felt confident that I would arrive at the best outcome for all parties involved, taking into account the age of the boy. South Wales Police use the NDM model to promote learning as well as providing officers with guidance on decision making.

Upon my arrival at the scene, both parties approached us immediately and both attempted to gain our attention by talking over one other. I immediately made the decision to separate the pair so we could speak to them individually as this would allow us to obtain a clearer understanding of the incident. It also allowed for us to insert a calmness to the situation, as I felt that if both individuals continued in their attempts to talk over one another, there was the potential for it to become more volatile. By inserting space into a verbal communication incident, it naturally enforces a barrier between the concerned parties (Communication Theory, 2010). With the offender only being thirteen years of age, I decided to guide him to a bench and had him sit down next to myself. I ensured that I made a focussed effort and really gave consideration to the language I choose and that it was simple to understand but I also kept questioning the boy, so I could clarify that he understood what I was saying; this would have been considerable different if I had been speaking to an adult at the time. Active listening shows an individual that you are interested in them and the conversation, it can also help you learn about matters that are ongoing in their lives (Raising Children Network, n.d).

At the scene, it was clear that there was damage caused to a television. The boy openly admitted that he'd caused the damage and was very apologetic stating that he'd become angry after losing in a computer game. The offender was sorry and remorseful for his actions and was visibly upset that he'd let his foster carer down. At one point the offender became visibly upset again, so I decided to ask my colleague to speak him which would allow me to speak with the reporting person. I spoke with the offender and the reporting person in a different manner, given that she was an adult but also it became clear that she was an experienced foster carer and had done this role for many years. I lead the conversation throughout and explained the possible criminal outcomes we could pursue to ensure that for her, as the victim, we dealt with the incident in a satisfactory way. After a discussion with the victim, she made it clear that she did not wish to criminalise the offender and would not in any circumstance support Police prosecution; this was one of the potential outcomes that I had considered prior to attending the scene. I undertook a critical risk assessment and decided to use my discretion as a Police Officer, firstly due to the age factor of the offender and secondly, due to the low level of the offence and also, the attitude of the offender and the level of remorse seen. The route I choose to take was for Restorative Justice. After speaking with the offender, it was apparent that he was more than willing to apologise for his actions and he also mentioned that he was prepared to cover the cost of the television and/or contribute towards its repair. When questioned how he could cover the costs, he informed myself that he had money saved which he had earned by completing daily chores in the foster carer's house. We undertook the Restorative Justice while we were at the

address, as the carer had advised that she wanted it concluded there and then, so that they could both move on from the incident.

From a personal point of view, it was an ideal outcome for South Wales Police but also, I believe that it is best to try and avoid the criminalisation of children at such a young age when there are more suitable options available. Brereton (2018) claims that there is evidence to suggest that Police forces are arresting children because the Police themselves don't know how to best manage them and/or the situation. I ensured that my approach and rationale behind my decision making was clarified with my tutor, who was in full agreement and advised that they would have reached the same outcome. I believe that my rationale for opting for Restorative Justice was the right one; whilst the decision was made under an element of pressure, I reached the decision fundamentally after speaking with both parties and I feel that my decision has the potential for positive long-term consequences/outcomes for the offender given his age. There is always the possibility that another officer may be critical of the course of action that I took as they may have dealt with the incident differently, but I stand by my decision and use of discretion for this incident based on all the information that I have available to me. Potts (2019) claims that 'daily policing' sees a police officer 'shifting priorities' in order to allow them to reach the correct outcome by also using their discretion. At the time I was fully aware that I am accountable for my actions and the decisions that I took during this incident and potentially may have to defend my decision making around this. This is where the Policing Code of Ethics comes into play with the NDM model and its purpose is to aid officers in their decision making as it provides a framework in which decisions can be examined and challenged, both at the time of the incident or afterwards (College of Policing, 2014). Throughout my decision making, I considered my decision and the impact that it would have on the public and if arrested, would the possible court cost justify the damage caused to the television. Ultimately, I made the decision that the television cost was minor and also, I was mindful of the impact of any possible criminal case and how that could have a detrimental effect on the young offender, who was also suffering from mental health issues. Consideration of this outcome also needed to be given toward the victim, as being the foster carer of the offender, they would more than likely be impacted negatively during this criminal process, being the responsible care provider and having to support the offender throughout. At the time of the incident, I did not consider this factor but upon reflection it definitely was an area which warranted an element of consideration with them being the responsible guardian. Due to the incident occurring in a care home environment, no members of the public witnessed the incident so no further distress was caused to others, which might have been the case should the incident have occurred in a public setting. Throughout the incident I used my policing powers but this was in a fair and professional manner, I clearly identified the victim and continued to discuss the possible options and outcomes throughout and I also explained of our responsibility to assess the safeguarding of the not only the victim, but also the offender. The Police are duty bound to protect and enforce the safe welfare for any child and are in local partnership with many local agencies to ensure this (Safeguarding children and vulnerable adults, n.d).

A significant and important role of the incident was the investigation process, as stated previously my tutor advised prior to our arrival on scene that I was responsible for leading the matter, but they would assist should they feel it was required. This incident really stands out to me, because it was an incident that I took control of (from start to finish) which didn't have a clear outcome, such as an arrest. I have continually reflected upon my role and involvement during this incident and how I conducted the investigation in accordance with the Criminal Procedures and Investigations Act 1996. When we received the initial G1 call

this is when the investigative process began as this seen us taking notes from the information being relayed from the Control Handler, making contact with the victim on route in order to obtain further information/updates, conducting the necessary NICHE and PNC checks to establish if the reporting person and/or the offender had prior police involvement and to ascertain whether there were any possible police markers we needed to be aware of, as it could impact on how we initially arrive and handle the incident. On arrival I could clearly identify the victim and the offender, as they were the only two persons present at the time and throughout our attendance. I immediately spoke with both parties briefly in order to obtain a better understanding of what had occurred. My focus and initial thoughts from training was possibly protecting the scene and trying to establish the possibilities of contamination, as if evidence is lost/contaminated, it could lead to the collapse of the case and the person responsible not being prosecuted (Complete Forensics C.I.C. – Inspiring Science, 2011). When we arrived, I activated my body worn camera and after speaking to both parties quickly established that the criminal damage was of a relatively low level of the offence, I knew that preserving the scene was not a necessity; especially following the offender's admission of guilt. Even though this appeared to be a straight forward case which was concluded by Restorative Justice, I still tried to gather as much information as possible; asking if anyone else lived in the property or if anyone else had witnessed the incident who was not currently present. I decided to following this line of questioning, as I was aware that I would have to complete a PPN so the more information I had available to me, it would better assist me in completing this notice.

The crime itself was recorded as an act of Criminal Damage. I believe I dealt with the whole incident in a professional manner and I documented everything appropriately from my justification to the modus operandi – this was all completed in line with the CPIA from a justification and investigation point of view. South Wales Police values (2019) states that we will be proud, professional and positive in everything we do. I believe these values would not have been adhered to if I had been biased or had made a decision on what I personally thought was best. As a new in post police officer, it has been explained to me by many experienced colleagues that we always have to remain impartial to the investigation and that we do not need to concern ourselves in the incident; other than conducting the investigative process – our role as response police officers is to gather and collect the correct evidence. I don't believe that every incident needs a crime outcome, such as an arrest and/or possibly a fine in order to be classed as being successful, I believe that dealing with the boy in the way which we did, held far greater benefit to him given he was visibly upset and showing remorse for his actions but also for the victim, who was not only having the damage costs covered but long-term, would not have to deal with the worry and upset of attending Court and possibly providing evidence against the person, whom she lives with and cares for, that a criminal case may result in. On a policing front, I was surprised as to how long the whole process took but I could see the value in which the scheme holds in these types of situations. The victim made it clear to the offender during the restorative justice that there would be rule changes taking place as a result of the incident, such as the gaming computer and television being moved into the living room so that she could monitor his behaviour whilst playing the video games better. I also explained to both parties during this scheme that if his behaviour continued, this would not be the outcome should we have to attend again for a similar incident, as he is of an age where he can be held responsible for any further damage or misbehaviour. I took the time to explain in detail not only the process of being arrested and what it entailed in terms of being processed, going into custody and being interviewed but how it could have more damaging consequences when it comes to future plans, whether in a career or when looking to travel to alternative holiday destinations. I am confident that

both parties clearly understood the process and were happy with the concluded outcome. I am happy with my use of discretion in this incident. However, upon further reflection, I do believe that I need to be more assertive. Initially when arriving on scene, I asked both the victim and offender to stop talking and I attempted to separate them so I could obtain a clear understanding of what had taken place. This did require the assistance from my tutor to fully separate both individuals, who is in agreement that on certain occasions I do need to be more forceful vocally as it is an important tool to police officers which is sometimes overlooked. I will still continue to evaluate on the incidents that I attend and take note of areas that I need to further development within, but I will also continue to reflect upon those areas that I am performing well in too. Overall, I think that by being reflective, both in a positive and critical way, this will only aid in my professional development and career within South Wales Police.

Word count - 2739

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
Statement writing	Try and attend calls where statements from victims as well as witnesses, are required. To request feedback from my colleagues / peers on my completed statements. By continuing to practice this area by taking statements from my family and friends on previous stories.	Review my tutor's notes that they have made on draft statements to gain a better understanding of what it required. Have a consolidation with my tutor or sergeant to review a statement plan for future use. Ask my colleagues and sergeant on shift to review my drafted statements and to provide constructive feedback.	I aim to improve this area of development within 4 weeks
Referencing for university work	Revisit the information and power point presentations that have been provided by the University. By continuing to practice on this area by completing my second workbook.	Information online provided by the University. University lecturers. Colleagues and family members who have been to university or completed a degree, who are familiar with Harvard referencing. Online resources.	I aim to improve upon this area of development in readiness for the start of my second workbook.

To improve knowledge of custody booking in procedure.	By continuing to book prisoners in myself. By completing my attachment in the custody suite.	Colleagues, on shift sergeants, custody sergeants and CDOs. Custody services and tutors whilst on attachment at a custody suite.	6 months.
To improve my interviewing preparation and skills	To prepare for the interview in the best possible way. I will put myself forward to conduct interviews, if they are needed. To assist colleagues in the interview process, if needed. Take every opportunity to assist/conduct interviews if required to when on duty.	Watch and review how my colleagues prepare and conduct themselves during interviews. Discuss and ask questions to Hub officers in order to better understand the process. Ask my colleagues to sit in on my interviews and provide constructive feedback afterwards.	6 months – hopefully this will be during my attachment.

Bibliography

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

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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: *S. Holloway* _____ (Learner, Electronic signature or type name)

Date: 03/10/2021 _____