

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

Contemporary policing has been described as 'inherently stressful' (Shane, 2020, p.4) due to its 'complexity, scrutiny and high expectation' (Smith, 2020, p.8), and can often present challenges to officers' resilience (Miller, 2022). I knew that joining the police service would be a challenge, and that it would require resilience, self-awareness, and mental toughness to tackle the variety of the role. This essay will discuss and compare the coping strategies that have supported me thus far into my career. Exercise, study groups, and reflective practice have ensured that I have maintained a positive work life balance and helped me to develop resilience and minimise stress in different ways. As noted by Woods and Hollnagel (2006, p.2), resilience in a policing context allows officers to 'produce success when failure threatens', which I believe to be fundamental in ensuring that the job does not negatively impact our personal wellbeing.

For this essay, I will use Newell's (2017, p.6) definition of resilience; 'to recover from a challenge in a meaningful and productive way' when considering methods that have contributed to building my resilience. A main coping strategy which has minimised my stress levels and built resilience since commencing my policing career is exercise, particularly going to the gym. There is no doubt that a career in policing is physically demanding (Shane, 2020) and so having the gym as a hobby alongside shift work has a multitude of benefits. Whilst keeping myself physically fit to meet the physical demands of the role, exercise also brings positive psychological benefits (Silverman and Duester, 2014). Research by Silverman and Duester (2014) suggests that undertaking physical exercise can contribute to resilience development by reducing stress reactivity and preventing the development of adverse behaviours. I have found exercise to be a form of escapism from the stresses of working life and has allowed me to invest time into something I enjoy, improving my overall emotional wellbeing. Engaging in frequent exercise is associated with less symptoms of depression, anxiety, and general stress levels (Bernstein and McNally, 2018). Throughout my career so far, exercise has played a role in uplifting my mood, and minimising the pressures and work-related stress. Studies have shown that engaging in regular exercise can in-fact alter the way that individuals process and respond to emotions (Bernstein and McNally, 2018), which could be hugely beneficial due to the trauma police officers are frequently exposed to.

Study groups is another strategy which has contributed to minimal stress levels and building resilience during my initial six months of training. There is an array of cognitive and affective

benefits associated with group study (Petress, 2004). Working within small groups allowed myself and other student constables to share our knowledge with each other, which helped to consolidate knowledge in preparation for exams. As noted by Petress (2004), individuals receive validation from group study which can contribute to less exam-related stress because it also lessens self-doubt about their knowledge. Kandhro (2015) reinforces this by suggesting that group study pushes individuals to explain to others what they know, enhancing their confidence, improving recalling ability, and helps better their understanding in preparation for exams. Ultimately group study allows each member to share their different views and understandings which in-turn allows everyone to learn from each other (Kandhro, 2015). Studying in a group in my initial six months of training was an excellent coping strategy in minimising my stress levels, because it enhanced my learning and improved my self-confidence.

During my initial training, I had a lesson on the benefits associated with reflective practice, which highlighted that reflection could identify gaps in your professional knowledge and skills and can therefore be beneficial to professional growth (Hargreaves and Page, 2013). I started to incorporate reflective practice regularly during my training, particularly during role play scenarios. These were the closest experience I had to real life policing prior to going out on shift, so it was important to maximise these opportunities in a way that was most beneficial to my learning. Whilst the cognitive practice of reflection is useful, I found reflective practice a better way to document my learning experiences. As recommended by College of Policing (CoP), I used Gibbs Reflective Cycle. Investing time into thinking about how I handled situations allowed me to recognise what I would do differently next time. Gibbs Reflective Cycle has five stages to the process: description, feelings, evaluation/analysis, conclusions, and action (CoP, no date). Each stage of the cycle encourages reflection in different ways, but in my experience, I believe the conclusion and action stages to be the most important. The conclusion and action stages of the cycle were beneficial to building resilience in my training because they helped identify what I had learned from the scenario and what I would do differently in the future. Without enforcing the action to improve myself in future situations, there is limited benefit to reflective practice. Reflection on situations within a work context can provide professional satisfaction (Hargreaves and Page, 2013), and so I have continued this practice whilst on shift.

Despite the fact that coping mechanisms are said to become 'embedded in a police officer's personality' (Shane, 2020, p.5), I consider it necessary to have specific strategies that relieve pressures related to the job. This essay has discussed three coping strategies I adopted to minimise stress and build resilience in my initial six months as a police constable; however, it is by no means exhaustive. Each strategy uses different approaches to coping. For instance, although going to the gym has been massively beneficial to my mental health by reducing stress, some may consider it a form of procrastination or avoidance. I believe that it is important to sometimes take a step back away from the stresses associated with work, prioritise ourselves and our mental wellbeing, thus, exercise was a strategy that allowed me to do this. On the other hand, the other coping strategies I used were more directly linked to minimising stress and building resilience relating to the job. Engaging in reflective practice allowed me to analyse and evaluate situations, which ultimately contributed to increasing resilience because rather than avoiding the situations causing me stress, I considered how I could tackle them. Similarly group study sessions were massively beneficial to my learning, but also improving my self-confidence, therefore fundamental in developing resilience and minimising stress because it relieved some pressure off me as an individual and reinforced the idea of teamwork. The strategies I have discussed have

provided me with an array of benefits and I intend on continuing to use these throughout the progression of my career.

Word Count: 1095

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:

Dealing with conflict is a common occurrence in operational policing, and therefore possessing conflict management skills are necessary to police effectively. Conflict has been referred to as an 'antagonistic state', which often arises due to conflicting perspectives (Evans, 2022, no page). During my time as a police constable, I have encountered many conflict situations, but in most situations, I have managed to display effective communication skills that have successfully 'talked people down', prior to escalation into a physical conflict situation. Having the ability to deescalate situations is a valuable skill in policing, and the example that I will discuss throughout this essay will demonstrate that. I will discuss a situation in which I played a significant role as the arresting officer of a male, evaluating how my communication skills positively impacted the situation. I will discuss the incident in relation to social and legislative contexts and reflect in reference to Betaris Box. As noted by Evans (2022, no page), involvement in conflict 'influences our actions and decisions', and therefore I will use the National Decision Model (NDM) because it underpins all conflict situations within policing. The NDM is considered a reflective model, so as by means of reflection, this will be the only reflective model that I will refer to throughout.

Firstly, I deem it necessary to highlight the use of force in conflict situations within a policing context. Whilst the only force I used in the incident that I will discuss involved handcuffing, I still deem it necessary to acknowledge that force is commonly used in everyday policing (Hine *et al*, 2018). As highlighted by the College of Policing (CoP, 2020a, p.1), due to the nature of the role, officers occasionally need to go 'hands-on' for several reasons, including to protect themselves, the public, or to conduct an arrest effectively. However, officers are trained to use the minimum amount of force required to meet the lawful objective (CoP, 2018). A commonly used acronym within policing is 'JPLANE', which stands for: justified, proportionate, accountable, necessary, and ethical. All decisions made within policing must be each of these, especially any decisions that involve utilising force. As illustrated by Hine

et al (2018, p.1782), poor decision making made by officers in high pressure and fast *PACED* environments can potentially lead to 'dire consequences such as civil liability, unrest, injury, and death'. This point illustrates the necessity to ensure that decisions made during conflict situations are 'JPLANE'.

I will now discuss the conflict situation I recently dealt with whilst referring to the different stages of the offender behaviour profiles throughout the incident, as this is key in understanding conflict. I received information from my colleague that following an investigation she had been conducting, there was a male outstanding who needed to be arrested for domestic-related harassment. I was not familiar with this male, however my colleagues had previously dealt with him and warned me that he tended to be aggressively resistant in police presence. Considering impact factors here, I was informed that the suspect was a strong male with a large build. Impact factors are often influential in determining when force is used by police (Klahm and Tillyer, 2010). Due to myself being a female with a small build, I attended the address with a male colleague with a larger build, and 2 other colleagues ensured they remained near the address in case we required assistance. When I arrived at the address, I knocked on his front door, and he appeared at the top floor window of the property initially refusing to open the door. He was clearly agitated at this point, and I would describe his offender behaviour profile as verbally resistant. His refusal to open his door naturally caused me to consider my powers in this situation. I had no powers to force entry into the property for the purpose of the male's arrest, so I was relying on my verbal communication skills to encourage the male to permit us entry. After remaining calm and patient with the male, he came downstairs and opened the door for us to enter.

On entering the property, I informed the male that he was under arrest for domestic-related harassment. To place this within a legislative context, the male was arrested under section 1(1) *Protection from Harassment Act 1997*, which states that 'a person must not pursue a course of conduct which amounts to harassment of another and which he knows or ought to know amounts to harassment of the other'. It appeared that following the suspect's partner ending the relationship a few weeks prior, the male had continuously been contacting the female via text and telephone, sending abusive messages. The female had told the male that contact from him was no longer wanted, however the male had continued contacting her.

With regards to a social context, as this incident was domestic related, safeguarding the victim is paramount. The offence in question is considered a form of domestic abuse and comes under the category of threats and intimidation (Northeast Lincolnshire Women's Aid, no date). Around 7% of the female population in England and Wales experienced a form of domestic abuse in the year ending March 2020 (Office for National Statistics, 2021). Whilst this statistic covers domestic abuse reports collectively, it precludes any unreported cases. Many cases will go unreported due to a multitude of reasons, for instance, due to the victim fearing what could happen should they report to police. In June 2021, according to the Opinions and Lifestyle Survey, approximately 32% of females over the age of 16 in the UK experienced harassment (Office for National Statistics, 2022). This statistic is incredibly concerning, and when allegations of harassment are reported to police, we should be encouraged to do our utmost to provide support. The victim was provided with the Live Fear Free helpline, and a Public Protection Notification was submitted to ensure that the relevant agencies were aware that this was an ongoing issue, especially since the victim and perpetrator had children together.

I did not identify any relevant cultural, ethnic or language issues during this incident, since the male I was dealing with was a white, working-class, middle-aged male. Although no such issues arose during this incident, this is not to say that a male of these characteristics would not present competing issues in other situations.

When I said the arrest words to the male, he became immediately agitated again and became actively resistant trying to get away from myself and my colleague. The male began making claims that the female had been harassing him, and so I reminded him multiple times that he was under caution. Even though the male was actively trying to get away from myself, I had conducted a dynamic risk assessment and established that there were no immediate hazards that I could see. Dynamic risk assessments are the process by which an individual continually observes and analyses potential risks or hazards in a new environment and must be undertaken by officers in potentially conflict situations (Martinelli, 2019). Due to the male demonstrating active resistance, I deemed it necessary to place him in handcuffs, to protect myself and my colleague, however I deemed it appropriate to use tactical communications to attempt to calm the male down first. Tactical communications help to prevent and defuse conflict without the need to use physical force (CoP, no date). In this situation, I explained to the male that I am only here to arrest him based on the evidence we have now, and any counter-allegations or defences he may have should be saved for interview. This seemed to bring the male down a level, as I reminded him of my role and duties to act based on evidence that we currently have; the fact that I was arresting him did not mean to say that he was guilty of the offence. The male became much more compliant and cooperative after communicating this with him, and compliant handcuffing took place.

Due to the nature of the offence, I had the power to seize the male's phone under section 19 of Police and Criminal Evidence Act 1984. The male was very unhappy about this and demonstrated active resistance whilst I tried to take his phone from him. I explained to the male that I had the power to seize his phone, and that if what he had previously stated was true regarding the counter-allegations he made, confiscation of his phone may even benefit his case. This resulted in the male reverting back to the compliance stage. This example demonstrates how important effective communication is, and how it can positively impact the situations we find ourselves in as police constables.

At this point, I stated to the male that we would be escorting him to custody and asked him whether there was anything he needed to bring with him. He stated that there were a few things upstairs including medication which he needed, so I assisted him in gathering his belongings. He was appreciative of me allowing him to do this. It is important to remember that arresting a person is a deprivation of their liberty, and so whenever possible and within reason, I believe it to be acceptable to negotiate with people, if it means that they will more likely have a positive perception of the police in the future. As noted by Kilgallon and Wright (2022, p.32), within policing, there are many 'challenges and constraints where we have to negotiate' when dealing with people, which brings me onto my next discussion, surrounding Betaris Box, and how I used this applied during this situation.

Betaris Box is a model which underpins theoretical perspectives surrounding the escalation of conflict within policing interventions. As summarised by the CoP (no date), Betaris Box highlights the issues that arise when people become 'locked into a vicious...circle of communication, based on how their attitudes and behaviour respond to each other'. In simplistic terms, my attitude impacts my behaviour, which in turn impacts the attitude and behaviour of the other person that I may be dealing with. During this incident, I was cautious

not to enter a vicious circle of communication with this male, particularly as I had previously been warned by my colleagues that they have had incidences involving physical conflict with him. Had I initially have responded to the male using the attitude he had been using with me when he opened the window and refused to open the door, I knew it would be highly unlikely that he would have permitted us to enter his property, therefore leaving us unable to effect the arrest. Importantly when considering Betaris Box as a theory, we must remember that we possess the ability to choose our attitude, and the attitude that we do use to display, can have drastic consequences on the situation. Simplistically, 'our frame of mind plays a large role in the behaviour we exhibit' (MindTools, no date). Entering a situation with a negative mindset and immediately reflecting their aggressive and agitated tone, is often going to result in worsening the conflict situation. I would consider myself a calm and patient person, and in this situation, I believe it assisted me in calming down the male and detaining him.

To summarise, in what had the potential to be a high conflict situation, I believe that I played a significant role in de-escalating and defusing the situation prior to it reaching that point. As per utilising effective conflict management skills, I demonstrated the ability to prevent physical conflict by using de-escalation, communication, and negotiation skills. Even when the male became actively resistant, I remained patient with him and considered using force, but deemed it not necessary, and instead prioritised effective verbal communication in attempt to build a rapport with the male. Throughout this essay, I have drawn upon social and legislative contexts which help gauge further understanding to the incident and how this may impact decision-making. I have used the NDM as a means of guiding the reader through the incident and to demonstrate how I justified my decisions throughout. I have used the theoretical perspective of Betaris Box as I feel that my positive and calm attitude throughout the incident resulted in the male that I was dealing with to lower his initial verbally aggressive attitude, which became actively resistant at times, to a level in which compliant handcuffing and escorting to custody was achieved; which I would never have thought would have been the case based on the initial interaction with the male. This incident has taught me that use of force is not always necessary in resolving conflict situations, and that having the ability to communicate is key in de-escalation, as proven by the theory of Betaris Box.

Word Count: 2121

Task 3

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

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

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

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

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

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

ANSWER:

There has recently been a major shift towards ensuring that investigations are victim focused. In a Victims Strategy report, former Prime Minister Theresa May highlights that the trauma associated with being a victim of crime “must never be compounded by an individual’s experience of the criminal justice system” (Home Office, 2018, p. 6). The Victims Strategy aims to improve the level of support that is offered to victims of crime (Home Office, 2018). This has been reinforced by updated guidance provided by Ministry of Justice (MoJ) (2021) which outlines the Code of Practice for Victims of Crime in England and Wales, which will be referred to throughout this essay as the ‘Victims Code’. This essay will outline a significant role as a first responder with a victim following an allegation of rape, whilst examining legislation, social and language issues that I encountered. These issues were exacerbated by the fact that I was dealing with a vulnerable victim. I will consider the Victims Code, and how I used this to support my victim until the case was handed over to the Rape Investigation Team (RIT). I will conclude the essay by using Gibbs Reflective Cycle (1988) as a means of reflection.

A third-party report of rape was made following disclosure made by the victim to staff at the accommodation which she resides. The allegation was that a male had raped his ex-partner, in her bedroom. As one of the first officers on the scene, my role was to conduct the initial investigation booklet by speaking with the victim and gather forensic evidence where possible. The incident becomes more complex since the victim is considered disabled as defined by section 6 of the Equality Act 2010. The victim I was dealing with suffers with a ‘mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’ (Equality Act 2010). Due to her protected characteristic, it was necessary to ensure that I dealt with her in compliance with the Equality

Act, whilst also complying with key principles within the College of Policing (CoP) Code of Ethics. The Equality Act 2010 has been a key piece of legislation that has improved support for individuals with a disability who are going through the criminal justice system (CJS) (Kirby and Welch, 2016).

Firstly, to place the offence within a legislative context, it is defined by section 1 *Sexual Offences Act 2003*, in this case the allegation was that:

- a) He intentionally penetrated the vagina of another person with his penis,
- b) She did not consent to the penetration, and
- c) He did not reasonably believe that she consented.

Sexual offences are considered one the most serious offences, as are domestic abuse offences. This incident is a domestic-related sexual offence, due to the victim and accused being ex-partners, and are therefore personally connected to each other (Domestic Abuse Act, 2021). Regardless of the disability of the victim, she would have been considered vulnerable due to the nature of the allegation.

I will now explore the concept of 'rape myths' within an academic framework, which also places the idea within a social context due to public perceptions on rape allegations. Rape myths are triggered by characteristics that victims possess (Vik *et al*, 2020), and are commonly undermine their case. The idea that false allegations are commonly made are a widely held perception by members of the public, and Hester (2015) highlights that this can impact the way that complaints are handled. Of particular concern, is that a barrier to reporting rape is the belief that police are accepting of rape myths, and unlikely to investigate or take reports seriously (Gekoski, 2023).

An Australian Criminological Report (2017, cited by Vik *et al*, 2020) found a common misconception is that "people with disabilities are rarely victims of rape, and if subjected to rape they are not capable of relaying details about the incident". This shocked me because these victims are amongst society's most vulnerable, and therefore often sexual assault targets. This is supported by Office for National Statistics (2019) research which found that 5.7% of disabled women experienced a form of sexual assault in the year prior compared to 3% of non-disabled women. Despite this, research has found that the quality of rape investigations was significantly poorer when it involved vulnerable victims (Hester, 2015; Hohl and Stanko, 2015; Vik *et al*, 2020). Hohl and Stanko (2015) note that common factors resulting in attrition are voluntary alcohol consumption prior to the rape occurring, history of consensual sex with the perpetrator, and difficulties associated with the victim's mental capacity, all of which were present in the incident that I was dealing with.

However, there have been efforts to lower attrition rates in recent years following the introduction of the *Sexual Offences Act 2003*, which provides a new definition of rape and a clarification on the definition of consent to avoid ambiguity. The notion of consent is crucial in allegations of rape, and the victim must require the capacity to consent (Hester, 2015). Due to the disability of the victim, an intermediary is required to assess the victim, with the possibility of a capacity assessment being undertaken.

This leads me onto the next issue I dealt with, that being language. Although I communicated with the victim in English, due to her learning difficulties, I was required to adapt my communication style to ensure I was using language that the victim understands. This ties in with the Victims Code and how I supported her through the initial stages of CJS. The Victims

Code outlines the minimum standard for services to be provided to victims of crime (MoJ, 2021). The victim was entitled to enhanced rights for two reasons; firstly, because she was considered vulnerable, and secondly because she was a victim of one of the most serious crimes. A person is considered vulnerable if their quality of evidence is likely to be diminished due to suffering from a mental disorder within the Mental Health Act 1983 (Crown Prosecution Service, 2021).

One challenge that officers are often confronted with is determining the level of adjustment that is required to sufficiently support the needs of an individual (Kirby and Welch, 2016). As per Right 1 of the Victims Code, the victim has a right to understand, and be understood (MoJ, 2021). This requires communicating in simple and accessible language. In this incident, the presence of an Appropriate Adult (AA) was necessary. In England and Wales, we use the AA system to support vulnerable individuals through the CJS (Dehaghani, D, 2016; McNamara, 2021). The role of the AA facilitates communication and advises the vulnerable person (Dehaghani, 2016). As per Right 4 of the Victims Code, the victim must be referred to services that are specifically tailored to their needs (MoJ, 2021). There have been practical measures implemented to improve experience for victims as noted by Hohl and Stanko (2015), including sexual offence first responder trained officers and early evidence kits (EEK) to collect valuable medical forensic evidence. The victim in this incident has been referred to the Sexual Assault Referral Centre and will likely have additional support from an Independent Sexual Violence Advisor, who will act as a single point of contact throughout the CJS (MoJ, 2021).

Whilst I knew that I would not be managing this case throughout the processes of the CJS, I considered it important to explain the court processes to the victim, to help alleviate any fears or stress she may be feeling. The victim would be entitled to 'special measures', as outlined by the *Youth Justice and Criminal Evidence Act (YJCEA) (1999)*, which set a series of provisions which allow the vulnerable (or intimidated) victim to give best evidence (Crown Prosecution Service, 2021). In this case, due to the victim being a complainant of a sexual offence, she would also qualify as an intimidated victim. One example of a special measure which could be used in this instance would be to provide examination of the witness through an intermediary as per section 29 *YJCEA (1999)*.

I also explained the process of the Victim Personal Statement to the victim, as defined by Right 7 of the Victims Code (MoJ, 2021). Ultimately, this allows the victim to explain in their own words how the crime has affected them, and this would be considered by the Judge prior to making any sentencing decisions. The rights that I have explained are not an exhaustive list, I have simply selected a few that held significance to the incident that I was dealing with.

I will now shift focus onto my reflection of the incident, using Gibbs Reflective Cycle (Gibbs, 1988), beginning with my feelings as I have already described the incident. This was the first sexual assault that I had dealt with, so I was nervous due to being unfamiliar with the processes that needed to be carried out. Fortunately, I was with a colleague who had experience of carrying out the procedures, and so that made me feel more at ease.

There were both positive and negative outcomes in this situation. It was my first time completing the initial investigation booklet, and so I approached it with caution and with the support of my colleague who was also present. This booklet is commenced by first officers to have contact with the victim and is then continued by RIT. It requires gathering the first account of the complainant. Considering that the report had been from a third-party, I half

expected the victim to not want to disclose information to police. However, my colleague and I made her feel comfortable and relaxed, and whilst asking her open-ended questions, she provided us with enough information to identify the suspect. This resulted in his arrest, which immediately provided safeguarding for the victim. As per the 'equality and diversity' within the Code of Ethics (CoP, 2014), I treated the victim in accordance with her needs, whilst considering that her disability required additional support and assistance, and so an AA was present.

An outcome of the situation which may be perceived as negative was that the victim refused to provide any samples for us to complete the Early Evidence Kit (EEK). Whilst this is completely her choice, I tried to explain to her the forensic value that this could offer, however she still did not wish to assist in providing this. The victim did allow us to seize her bedsheets, and so we were appreciative of this. As per my 'duties and responsibilities' as defined by the Code of Ethics (CoP, 2014), I made a record of our actions, whilst also recording the decision made by the victim to not wish to provide an EEK. I feel that overall, I made a positive contribution to this incident, as whilst I displayed 'authority, respect and courtesy' by respecting the victim's decision to not want to provide samples for forensic examination, I ensured that I explained it in a different way (without putting pressure on her) to confirm that the victim understood the possible benefits that an EEK could bring to the case.

As this was my first time dealing with a sexual assault, I learned a lot. I am now more familiar with the initial procedures when a rape is reported, including the completion of the initial investigation booklet. Safeguarding is also paramount with regards to these incidents, so due to the victim and perpetrator being ex-partners, a Public Protection Notification was submitted. An AA was present due to the victims' vulnerabilities, in line with Code C 'Detention, questioning and treatment of Persons' of the *Police and Criminal Evidence Act* (1984), and the consideration that she is a vulnerable victim as defined by section 16 of the *YJCEA* (1999). Overall, I feel that the incident went well, and I am now prepared for the next time that I attend a report of sexual assault.

To conclude Gibbs Reflective Cycle, I will now consider the 'action' stage. Whilst explaining the EEK to the victim, I had concerns that she possibly did not understand due to her mental vulnerabilities. As suggested by McNamara (2021), with regards to incidents like such, there should be involvement from key stakeholders across the disability sector. Although England and Wales use the AA system, it is not always suited to the situation. Although an AA was present, it made me consider that in future, when dealing with a suspect or victim who requires an AA, I will ensure that the AA who is used is familiar with the person, and that the suspect or victim is comfortable with them being present, as I believe this would facilitate openness and possibly increased willingness to cooperate. The AA that was used on this occasion was a staff member who worked at the victim's accommodation, and I wondered whether the victim would have been more open to completing an EEK if the AA was a family member for example. In future, when dealing with a vulnerable person, I will ensure that they are happy and comfortable with the AA who is present, as I believe this could have overall benefits to the investigation of the case.

Word Count: 2193

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

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

ANSWER:

Decision making plays a central role in operational policing. Each day frontline officers are confronted with high pressure situations in which rapid decisions must be made and justified. Whilst this can present challenges, officers are provided with an array of decision-making tools which aid and support decision-making processes. In 2012, the College of Policing (CoP) introduced the National Decision Model (NDM) to provide 'ethical reasoning in accordance with policing principles and expected standards of behaviour' (CoP, 2014). Throughout this essay I will use the NDM to critically assess a policing incident that I have recently attended. As the Code of Ethics is at the forefront of the NDM, I will highlight policing principles which I exemplified in this incident. The only reflective model that I will use throughout this essay is the NDM, which will primarily take place through the final 'review' stage of the process. This essay will also review my responsibilities regarding the provision of the Criminal Procedure and Investigations Act (1996) in relation to this incident, illustrating the importance of disclosure.

The NDM provides the ethical underpinning to structure rationale for all policing decisions (Wood *et al*, 2022). The structure of the NDM has six elements, based on the Code of Ethics, which should be placed at 'the heart of every policy, procedure, decision and action in policing' (CoP, 2014, no date). The stages of the NDM are as follows: gather information and intelligence, assess risk, and threat and develop a working strategy, consider powers and policies, identify options and contingencies, and take action and review what happened (CoP, 2014). The review element of the NDM allows for individual reflection on the incident, but also serves as an opportunity for supervisors to review the officer's decision making (Wood *et al*,

2022). This emphasises the need for officers to be able to justify their decisions, due to the high level of scrutiny that we are under.

I will summarise the incident that I recently attended, which involved an allegation of a domestic assault involving a male and female that had taken place at a hotel. The female victim had managed to get out of the room and disclose that she had been assaulted by her partner to the hotel staff, who phoned police. The victim sustained grievous bodily harm level injuries, as defined by section 20 *Offences Against the Person Act (1861)*. I played a significant role in this incident, with both the offender and the victim. I was the arresting officer therefore was responsible for ensuring I carried out the arrest following *Police and Criminal Evidence (PACE) Act 1984*. I escorted the male to custody, where I booked him in with the custody Sergeant who authorised his detention.

Whilst attending any incident, officers must assess and evaluate the situation before making decisions. The decision-making process for officers commences as soon as the initial information regarding the incident is passed over the radio from control room. This stage is referred to as gathering information and intelligence. When the initial information was passed over, I asked the control room to conduct NICHE and PNC checks to gather further information regarding the parties involved, so that myself and my colleagues attending could be aware of any warning markers. This part of the decision-making process ensures that I have been provided with all the available information, and if for instance there are warning markers for assault police, then this may impact how I approach the situation. When I arrived at the scene, the victim and accused were already separated, so the first stage of the NDM was continued by speaking to the victim to clarify details of the allegation. Following conversation with the victim, and the visible injuries that had been inflicted on her, it became apparent that the male responsible needed to be arrested.

The second stage of the NDM is the process of assessing threat and risk and developing a working strategy. When considering potential threats, it is worth considering that the male may be violent due to the nature of the allegation against him. In normal circumstances of a domestic situation, my working strategy would normally involve separating both parties to ensure that those involved feel safe enough in police presence to give an honest account of what has happened. In this incident, parties were already separated prior to police arrival, so this was not necessary. The female was already being appropriately safeguarded prior to our arrival, so this continued whilst we detained the male. I demonstrated the policing principle of 'objectivity' as outlined by the Code of Ethics (CoP, 2014) by considering the best course of action to take based on the evidence and information I had during in the situation.

Under the consideration of risk and threat also comes 'impact factors' which are anything that could increase the risk involved in potential conflict situations (CoP, 2020). I was aware when speaking with the victim that her and her partner had been drinking prior to the assault taking place, thus intoxication became an impact factor. Intoxication is often associated with risk-taking behaviour because alcohol can alter cognitive abilities (Davis-Stober *et al*, 2019). For some people, alcohol is likely to induce aggressive behaviour, therefore it is important to be cautious when dealing with intoxicated individuals. Another impact factor in this incident was the size of the male comparatively to me. When entering the hotel room, it was clear that the male had a much larger build than me, and therefore possibly stronger than me. Prior to entering the room, two of my male colleagues who are larger than me came to assist in case I faced difficulty whilst detaining the male.

At this point in the decision-making process the NDM assists us in considering our powers and policies. In this situation, it was abundantly clear that the male needed to be arrested as stipulated by section 24(3) *PACE*: an offence had been committed and I had reasonable grounds for suspecting that the male was guilty of the offence. The necessities for arrest are defined under section 24(5) *PACE*, which in this situation were to allow for prompt and effective investigation of the offence, to protect a vulnerable person, and to prevent physical injury to another. Whilst in many situations officers can exercise discretion, due to the circumstances in this instance, arrest was necessary, and I would like to think that most officers would agree. As noted by Wood *et al* (2022, p.83), discretion within policing often requires 'choosing between different law enforcement options', however arrest was the only option when dealing with this incident.

As per force policy, my body worn video had already been activated on arrival at the scene due to the domestic element of the offence, and so it also captured the arrest of the male. In this situation, the male was handcuffed due to the nature of the offence allegation to ensure mine and my colleagues' safety, but also because on initial police presence, the male became actively resistant. Handcuffing the male was also necessary to ensure public safety as we needed to convey the male out of the hotel and into the police van safely. This brings me back to the Code of Ethics, and the consideration of use of force against an individual. In these circumstances, it was necessary, proportionate, and reasonable to handcuff the male due to the reasons stated above.

In relation to the fourth stage of the NDM, options and contingencies, as already discussed, there were no other alternatives to arrest, based on the information received from the victim in her disclosure, and from the paramedics regarding the suspected level of injury caused to the victim.

The final stage of the NDM involves taking action and reviewing what happened. Having completed each stage of the NDM, I was satisfied with that there was a necessity to arrest, and so I arrested the male following *PACE* guidelines. After escorting the male to custody, I returned to the victim to take a statement from her and put the necessary safeguarding and referrals in place to protect the vulnerable female. Police have a responsibility to safeguard victims through submissions of Public Protection Notifications which are overseen by Public Protection Units and are to be submitted within 24 hours of the occurrence (Ford *et al*, 2020). I submitted a Public Protection Notification as per force policy following a domestic incident, so that her information could be shared with the relevant and appropriate agencies, for a risk assessment to take place prior to intervention from services (Ford *et al*, 2020). I provided the female with the Live Fear Free helpline and advised her to contact Women's Aid for further support. The victim was appreciative of the support that my colleagues and I had provided her with, and so I was satisfied with the role I played within this incident.

Within the Code of Ethics are the policing principles, which underpin the professional behaviour that should be conducted by officers (CoP, 2014). I took leadership of this situation and considering that it was in the early stages of my policing career on shift, I believe that I led by good example as I effected arrest successfully and demonstrated respect to both the suspect and the victim involved in this situation. Accountability is another principle, which requires officers to be answerable for each of our decisions. Following this incident, I was required to write an arresting officer statement and complete a use of force form, and throughout this, I justified each of the decisions I made during this situation, which demonstrates my accountability.

Officers have a responsibility to ensure that we are following provisions outlined in the CPIA (1996) when dealing with incidents. Our responsibilities commence as soon as we arrive at the incident, however primarily our responsibilities lie with the paperwork and submission of material for the prosecution. As outlined by the CPIA, we have a responsibility to ensure that all reasonable lines of inquiry or pursued, regardless of whether this may favour the witness, victim, or suspect (Crown Prosecution Service, 2021). The CPIA code of practice outlines that officers must 'record, retain and reveal' to the prosecutor any material which may be relevant to the investigation of the offence (Ministry of Justice, 2015, p.3). As defined in the CPIA codes of practice, an investigator is any officer who is involved in the conduct of a criminal investigation (Ministry of Justice, 2015, p.4).

The CPIA must be considered when managing information gathered during the process of an investigation. In relation to this incident, I recorded the victim's initial disclosure on my body worn video, which I uploaded and categorised on NICE Investigate, and exhibited in my statement. This falls into my duties to retain, reveal and review material because the initial disclosure is video-recorded and inevitably relevant to the offence. Additionally, the written statement I took from the victim following the arrest of the suspect is to be retained and revealed to the prosecutor as well as the injuries caused to the victim which I photographed and exhibited. Any information needs to be managed accurately and consistently within CPIA guidelines, and any evidence, unused material, and non-relevant material must be disclosed to the prosecutor. This includes, but is not limited to, body worn video, CCTV, photographs taken of injuries or the scene, officers' statements, or victim/witness statements, regardless of whether they are relevant to the offence. Ultimately, disclosing all information gathered during an investigation ensures that every person taken to court has the opportunity for a fair trial (Archer and Ellison, 2023). This is enforced by the CPIA because having the right to a fair trial is granted by Article 6 of the European Convention on Human Rights (Attorney General's Office, 2022). With the support from my tutor, I ensured that I completed the correct disclosure documents which included all information gathered during the extent of my involvement in the investigation, and I uploaded these to the case file.

Overall, I am content with the role that I played during this incident, as the initial response from myself and colleagues ensured that our decisions were victim-focused and prioritised her safety. I feel that despite the situation, the victim seemed to feel positively about the way police had handled the situation and was grateful for the relevant numbers and referrals I had put in place for her. Leaving a positive impact on members of the public is essential because it contributes to restoring faith and trust in policing (Woods *et al*, 2022). This was one of the first domestic incidents that I attended, and although I took the lead with carrying out the arrest, I needed support from my tutor to carry out the relevant paperwork afterwards. The support my tutor provided me with has taught me how to deal with the paperwork aspect following domestic incidents independently. Use of the NDM in this situation was fundamental in guiding my decision-making process and has continued to do so in other incidents that I have attended. I have also illustrated the importance of reviewing procedures under CPIA, which feeds into the process of the NDM, whilst taking action and reviewing the incident.

Word Count: 2196

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 1000 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
Specific: Become more confident when taking witness statements, so that I can take feel comfortable enough to take a statement without support from my tutor.	Measurable, achievable, and realistic: By revisiting my notes from my initial six months of training to remind me of the recommended processes to take statements. Trying different ways of taking statements and finding the method that works best for me. Ensuring that I take the lead on taking statements whenever the opportunity arises. Once completing a statement, when I get the opportunity, read back through it to familiarise myself with the structure. This will be measurable as I will get to a point where I can take a witness statement without needing my colleagues to assist.	Having support from my colleagues, Tutor, and Sergeant whilst taking the first few statements from witnesses.	Timely: By the end of my tutorship (March 2023), I will be confident enough to take witness statements without needing assistance.
Smart: Be able to put a case file together independently, knowing which documents need to be included.	Measurable, achievable, and realistic: Revisit my lessons from training and re-visit any relevant NCALTs that may assist in refreshing my memory. Ensure I am preparing for case files independently, whilst following the handover checklist so that it is ready for the next shift/department to takeover. Measurable when I can prepare a case file for occurrences with minimal support from my colleagues, and it be less time	My colleagues should normally be able to provide me with assistance with regards to any queries regarding case files, however the Hub or Case Progression Unit may also be useful points of contact for any case file queries.	Timely: I want to be able to achieve this by the end of my tutorship, however I know that the paperwork side of the job can be complex. By the end of my tutorship, I will aim to understand what needs to be included in case files, however my confidence should increase on completion of my hub attachment.

	consuming than when I have initially been learning how to prepare case files.		
Smart: Complete a stop search independently whilst following correct practice under <i>PACE</i> .	Measurable, achievable, and realistic: Whilst on mobile patrol complete a stop search of a person where appropriate and justified. Ensure that I complete a stop search whilst following Code A of <i>PACE</i> . - Powers must be used 'fairly, responsibly, with respect for people being searched and without lawful discrimination' (Home Office, 2023) Remember to turn my body worn video on for every stop search. Remember GO WISELY: - Grounds - Object - Warrant - Identity - Station - Entitlement to receipt - Legal - 'You are detained for the purpose of a search' Also remember to ask the individual what their self-defined ethnicity is. This will be measurable as when I am able to identify an individual where I have reasonable grounds to stop search, and I conduct this independently.	My tutor can supervise and prompt me should I forget any elements of GO WISELY, until I am confident enough to complete a stop search completely independently.	Timely: By the end of March 2023, the end of my tutorship, I aim to be confident enough to complete a stop search independently.
Smart: Become more confident in my decision-making by using the NDM to assist me	Measurable, achievable, and realistic: Use the National Decision-Making model (NDM) for every call I attend and to aid me in my decision making College of Policing (2014): 1. Code of Ethics	If I am unsure about a decision, confer with my Sergeant. As stated by Sir Ronnie Flanagan (1999, p. 53) police officers must 'use greater professional	Timely: I need to be using the NDM for every decision I make, so my confidence should begin to grow each shift. This in turn becomes important when justifying

	2. Gather information and intelligence 3. Assess threat and risk and develop a working strategy 4. Consider powers and policy 5. Identify options and contingencies 6. Take action and review what happened This will be measurable as I will use the NDM as a reflective model to evaluate each decision I make whilst on duty. Following the incident, I will reflect on the decision that I have made. By discussing with my tutor the decisions made at an incident, I will be able to measure how I am progressing with this goal.	judgement, take greater risks in their decision making, and to use their discretion in order to achieve the highest levels of trust and confidence in policing'. This inspires me to remind myself that I have a responsibility to make decisions and be confident in justifying the decisions that I make.	my actions, for instance when writing statements. With regards to completing this target, each shift I will become increasingly more confident in my decisions and reflect on how I justify each decision.
Smart: Improve my knowledge on road traffic offences, and be confident enough to identify and enforce offences committed by drivers	Measurable, achievable, and realistic: Revisit my learning about roads policing from my initial six months of training. Have discussions with colleagues who have expertise in road traffic offences When out of my tutorship, try and secure an attachment with Roads Policing Unit This area of development will be measurable when I can identify when a driver has committed an offence and issue an appropriate penalty.	Colleagues who have experience in working with traffic departments Contacting traffic officers whilst on shift if in need of some support or advice.	Timely: My confidence with regards to roads policing will grow throughout my tutorship, however realistically due to the nature of response policing and the fact that most of our time is consumed by incidences that are not traffic related, and so once I have completed a traffic attachment, I feel is a more realistic timeframe for completion of this target.

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

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Signed: Lucy Nethercott

Date: 9/4/23