

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.

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 particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Within this essay, I intend to discuss and compare the various coping strategies that I have applied in the initial 6 months of learning to develop resilience and minimise stress. I will be using Borton's Reflective tool (1970) to analyse the effectiveness of the coping strategies in developing resilience and minimise stress.

During the six months we were informed that we would be sitting online exams, two would be multiple choice and two would be written answer exams. However, due to technical issues, the first exam was delayed by one week and the third exam was cancelled a few weeks prior to sitting the exam.

Resilience is defined in the Oxford dictionary as "the ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc" (Oxford Dictionary). Resilience is required as a key skill in the role of a police constable due to the adverse nature of work they carry out and having the ability to adapt to each scenario whilst remaining positive (Herrman, et al., 2011). A police constable can respond to calls ranging from, young people at risk of harm, domestic assaults, sudden death and traffic collisions. There is an expectation for Police officers to respond to these emergency calls with the same empathic nature, high level of professionalism and maintaining a rational mind (Fleming & Grabosky, 2009).

During the previous six months, I have joined a running club and taken part in races such as the Richard Burton 10k and the Cardiff Half Marathon, to be able to maintain my fitness levels and my mental health, as I many runners had told me that they were running to help their mental health and the stresses they faced in work (Raglin, 1990). These races have helped me build resilience both physically and mentally as the release of endorphins increases a positive mind-set and builds the attitude of being able to achieve anything that you put your mind too no matter how hard the event is perceived. With the increase of endorphins and confidence with being able to achieve things that originally are perceived as difficult or unachievable this has helped build my resilience and lower my beliefs of being unable to achieve new tasks.

The running club I have joined has set days where the club meets; every Tuesday, Thursday, and Saturday, and provides you with an outline of a running plan for each session. The frequency of these sessions and having a schedule helps me build my fitness which in turn increases my mental health (Skead & Rogers, 2016).

Keeping physically fit and having a running club as a supportive network, it provides a sense of belonging and is an outlet to release any stress built up throughout a day which in turn aids the mental health of a police officer as the role of a police constable can be very stressful in nature (Skead & Rogers, 2016).

Stress is defined in the Oxford dictionary as “pressure or worry caused by problems in somebody’s life or by having too much to do” (Oxford dictionary). However, there are many different definitions of stress, some of which can be defined as the “imbalance between demands...and our perceived abilities to meet those demands” (Selye, 1956).

Stress can be found in everyone’s life and depending on the person, some may see stress as a positive and excel when stress is present in their life or employment. However, these people may not see it as stress due to their perception of being able to meet the demands of their job and setting themselves goals (Panigrahi, 2016). Whereas, when starting out a new role such as joining the police, with no background of policing, I had reservations of my ability to meet the expectations of revising for exams, learning the laws and powers, and developing new skills, which in turn increased my stress levels. However, I felt that having a supportive family, a good social network and taking part in self-care activities such as running, were effective in alleviating stress (Lyons, Wilcox, Leung, & Dearsley, 2020).

Knowing the signs and symptoms of stress can be beneficial, as these can be used as warning signs to be able to do something to alleviate the stress. As previously when experiencing a headache or muscle pain, I would blame it on looking at a screen for too long or sitting in the wrong position and would take two painkillers hoping the pain would go away. However, knowing the common signs of stress such as stomach problems, sleeping problems and headaches helps prevent the stress levels rising and instead of taking tablets to alleviate the symptom, I can target reducing the stress by going for a run or spending time with family (Clarke, Lewchuk, de Wolff, & King, 2007)

Some of the perceived inability to meet the demands I had were revising for exams and passing the exams. As the last time I had to revise for an exam was over five years ago and I was sceptical of my revision style of rewriting notes that I had taken during the lectures into note form spider diagrams. This style was successful in the first exam which was a multiple-choice answer exam, as it allowed me to give the legislation the focus of being the subject and how the points to prove and case laws fit into the subject, allowing an easy recall in the exam (Voehl, 2016). However, for the second exam, which was a written answer exam it was not as successful, and my grade was lower than I expected.

As I was unhappy with the result, I decided to change my revision style to recording my revision notes and playing them whilst doing other tasks, which allowed me the opportunity to revise more. I felt that listening to my notes instead of reading them, meant that I could do revision whilst in the car on my way to work or whilst I was cooking food. This is backed up by the research carried out by Evans (2008), where it was found that undergraduates believed that using podcasts to revise allows them to revise for longer and increase how much they could revise, in addition to give them the “flexibility in when, where and how” they choose to revise.

With the last exam covering all the topics covered within the six months of learning and being another written answer exam, I had uncertainties of passing the exam with an acceptable result, which increased my stress levels. However, I was able to use my new

learning technique of listening to my notes whilst I went for a run. This proved to be effective as I achieved a higher mark in the last exam. In the future, I will endeavour to use these techniques more when revising for an exam or learning new techniques in various aspects of the role.

From the last six months, I have learnt that maintaining a healthy diet and exercise regime along with having positive relationships with family and friends, aids the building of resilience and minimises the levels of stress that can be found within the role. Stress will always be present in a person's life, however having the correct tools to overcome or reduce the levels will help people respond better to situations, which in turn will help me as an officer respond to people and situations more effectively and in a calmer manner.

It was difficult to maintain healthy relationships with family and friends during the six months due to the increase in the amount of work and study I was undertaking, therefore this coping mechanism is only effective when managing time correctly and using other coping techniques in conjunction.

Keeping fit through running has maintained my mental health, however I believe that it was the activity itself of running that maintained my mental health as I had attempted various different forms of keeping fit, such as yoga and meditation, however I felt that these just increased my stress levels.

Word Count – 1403

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:

In this essay I intend to discuss and critically assess the communication skills, valuing difference and inclusion within a policing incident involving conflict. Throughout the essay I intend to use the Gibbs model of reflection (1988) to analyse the incident being discussed. The incident took place during a night shift between the hours of midnight and 7am, when the majority of 999 calls are pertaining to alcohol or mental health issues, which have seen an increase since the beginning of the COVID-19 pandemic. (Koziarski, 2021). When the call was relayed to police officers, it stated that a male who was heavily intoxicated in the garden of his ex-partner wanted help with his intrusive thoughts. This male was known to the police for his alcohol use and mental health, however as a new member of the team, I was unaware of his history.

When calls are made to the police, the information that is passed on to the responding officers is in the same way that it is reported to the 999-call handler by the one person on the

telephone. This can lead to officers formulating a plan of how to respond to the incident before they arrive on scene, however the information given and the scenario that appears to officers on arrival can sometimes be two different things (Stafford, 2018). As in this call, it was the service user who telephoned the police stating that he was in his partner's garden and wanted assistance for his mental health. Therefore, on route to the call, I discussed the options available to us as police officers with my colleague. However, when we arrived, it was made clear to us, that the service user was in the garden of his ex-partner's house with the new partner restraining the service user on the ground. It was difficult to ascertain what had happened as it was early in the morning; all parties had been drinking and were all talking at the same time to us trying to explain what had happened. This meant that the plan that was initially discussed was no longer relevant, and we had to think on our feet on the best course of action.

Reflecting on this incident, and thinking with a critical assessment of the situation, in hindsight, I would have kept some of the initial plan and separated the ex-partner and the new partner away from the service user who was on the floor. This would have allowed us to create a situation where we could have ascertained the details in a calmer setting. This could have given us the chance to speak to the service user without any interference from other parties and may have resulted in the service user being calmer towards the police officers.

Having at least two officers at every call is beneficial as every officer is different and has different skills sets, strengths, weaknesses, and approaches to situations. Therefore, there is a higher chance of the incident remaining calm where one officer can take the lead, if the relationship is not going well between one officer and the offender / service user (Abrahamsen & Strype, 2010). In this incident, when officers arrived at the scene, there was a person sitting on top of the service user, where they explained that the service user was not welcome and was shouting that he wanted to harm himself, therefore they restrained him on the ground for his safety. When I was speaking to the service user on the floor, he stated that he wanted to end his life.

In that moment, using the National Decision Model I decided that it would be in the best interest for the person, to carry out a Section 136 of the Mental Health Act 1983. This act gives a police officer the power to detain someone who is in a public place and appears to

be suffering from a mental health episode, to transport them to a place of safety for a medical health assessment (Mental Health Act 1983).

My colleague took over restraining the service user on the ground, Whilst I was using the 5 step appeal, taught to us in training to reason with the service user, Simple appeal, Reasoned appeal, Personal appeal, Final appeal, and Action. During this time, I told the service user to "Stop resisting", then when he would not listen, I said to him "You have called us and for us to be able to help you, you need to stop resisting", When the service user continued to resist my colleague, I explained that he had informed us that he wanted to kill himself, therefore we would remain restraining him until he had calmed down. As the service user was continuing to fight against my colleague, I asked him "what can I do to help you calm down?" The service user was continuing to be verbally and physically passive resistant towards my colleague, showing signs of agitation and aggression, therefore action was taken to place the male in handcuffs and detain the male to transport to a place of safety (Johns, 2020).

After removing the service user from the situation and when he was in the police vehicle, I attempted to speak to him in a calm manner using simple everyday language and not police jargon, which I was hoping would influence the service user's manner. I explained to the service user that he had contacted the police for help and asked him to explain what help he would like to receive. The service user stated to me that he wanted help for the voices he was hearing in his head. I explained to the service user that he was not under arrest and asked the person if they would like to be taken to hospital for a mental health assessment and support, the service user agreed to this course of action. However, he began to become aggressive towards the other officer again and would not calm down, therefore for his own safety, he remained in handcuffs, searched, and transported to the nearest hospital for an assessment.

When arriving at the hospital, the service user continued aggressively towards the other officer and was saying that they would not be staying and would like to go home.

I spoke to the service user in a calm manner, using simple language, that we were there at his request, we wanted to help him, and encouraged the service user to engage with the process and the support available to them whilst showing the service user empathy and understanding of what he was going through.

This helped the service user remain calm as it made him feel that he was being listened to and I was no longer a threat but willing to help (Canada, Angell, & Watson, 2012). I used the LEAPS model which aims to put the person as the centre focus and used as a de-escalation technique as it is designed to **L**isten to the person, **E**mpathise with the person, **A**sk the person relevant questions, **P**araphrase what the person has said to show understanding and **S**ummarise what was being said (Stewart, 2006). This appeared to calm the service user down initially, although on occasions he stated that he no longer wanted to be seen by medics and wanted to go home. Using the paraphrase technique, I was able to reiterate to the service user his concerns and previous experiences and explain that if he was to remain and have the assessment, the outcome may be different to the previous times. The service user remained in hospital until he was assessed and deemed safe to go home. Myself and my colleague then transported the service user to his home address and encouraged the service user to get back in touch with their support workers in the morning for further support.

The service user thanked me for everything I did for him and apologised for his behaviour. The LEAPS model is a beneficial technique in volatile situations with volatile people as it makes the officer uses their listening skills, which in turn makes the service user feel that they are being listened to and that officers want to help them (Myers, 2000). The positives of using these communication and listening skills, is that situations can be kept calm, and it decreases the requirements for police to become hands on with people and alleviates the use of restraints. It also allows officers the opportunity to discuss with service users when they are calm the option of having mental health support instead of being arrested.

However, there can be some difficulties with implementing these techniques with every scenario that police officers respond to, as if an officer has had a busy shift dealing with volatile situations back-to-back without the chance of returning to a rational mind and calm nature, it is more difficult to focus on using listening skills if the situation is highly intense and people require separating or calming.

I felt that during this call, the service user's behaviour and attitude was reflective of each person that they were speaking to, as when I was speaking to the service user and encouraging them to stay at the hospital for a mental health assessment, the service user was calmer and more willing to wait to be seen by a nurse.

This is evident in the research conducted in relation to Beatri's Box; as in "my attitude affects my behaviour, my behaviour affects your attitude, your attitude affects your behaviour, your behaviour affects my attitude" which can have an unproductive or productive impact on the communications held between two or more people (Nurnisya, Saad, & Noor, 2022).

However, during this call, I felt a range of emotions, from nervousness of not knowing what to expect when on the way to the call, to adrenaline when arriving on the scene and to fear of the service user's behaviour escalating in the hospital. In this environment there were a variety of scenarios that could have put us as officers and the general public at risk as there were instruments and objects that could have been used against us. The conclusion of this call left me feeling accomplished that as police officers we had helped the service user to receive a mental health assessment and on receiving personal thanks from the service user makes our role as police officers worthwhile.

When reflecting on the call, it was evident that the communication skills taught to me within the first six months of training such as LEAPS and Beatri's box, helped in encouraging the service user to stay in the hospital and have an assessment.

I believe that having two officers present on the call, was also effective, as after my colleague had restrained the service user, I was able to use communication skills and de-escalation techniques to encourage the male to stay. This opportunity was afforded to me as I was not the officer who had restrained him, and I had given him the time to express how he was feeling and why he was feeling that way (Canada, Angell, & Watson, 2012).

Also, this allows the officer who has not been involved in the restraining of a service user, the ability to use the rational mind and speak to the service user in a calmer manner, using simple clear everyday language, as when an officer has to restrain someone, there is a level of exertion and strength that has to be used which has a negative impact on the police officer being able to think clearly using the rational mind. As Dan Coleman made reference to the "amygdala hijack" which leaves people unable to use their rational mind when in fight or flight mode (Gallo, 2017). The rational mind is defined as a way of thinking based on facts and reason and an irrational mind would be defined as a way of thinking based on emotions and previous experience. A person thinking using an irrational mind has an obscured view of reality and can have a detrimental outcome on the situation (DifferenceBetween.com, 2015). As stated above, an irrational mind can be affected by previous experiences and for officers who have a long length of service, they can have a wide range of negative experiences with

people that they have arrested or supported previously. Therefore for officers who have had to restrain people or become “hands on” with people in situations and have had previous interactions with these people, it is more difficult for them to think with a rational mind whilst remembering the policing values and communications skills taught to us at the beginning of the service.

Using my communication skills effectively, and not using any formal police jargon which sometimes can escalate a situation, meant that I did not have to get hands on with the service user or use any force to detain him, whilst he waited to be seen by a medical professional. Having a previous working background being an alcohol abuse and mental health support worker, I had an understanding of the support he had been receiving and was able to chat with him regarding the effects of his drinking with medication and his mental health. Therefore, this allowed me to build a relationship with the service user and make him feel listened to and understood.

Although there were no cultural or ethnicity issues involved in this incident, there was a language and communication barrier due to the levels of intoxication and mental health. However, these were overcome by using listening techniques which focuses the service user at the centre of the situation and is in line with some of the policing principles such as treating everyone with fairness and respect.

During this policing incident involving conflict, I was able to use communication skills taught to me in training; such as Beatrice's box and LEAPS, which resulted in the successful management of a situation without having to resort to arresting the person for committing an offence, and making the service user feel listened to and understood and having the police help them when they are in need. Consequentially improving relationships between the police and the general public.

Word Count – 2357

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:

In this essay I intend to discuss a policing incident in which I played a significant role with a victim. In this incident, a female reported that her ex-partner had been continually sending her money via her bank account but leaving messages in the reference field about herself and her youngest child. The female stated that she has had no contact with her ex-partner for over a year as he could not accept that his youngest child had been diagnosed with having downs syndrome. The female had been receiving abusive messages previously from her ex-partner, however as they were only directed at her, she did not report them and blocked him on all social media outlets. On this occasion, the male had begun to message his ex-partner via bank transfer references and was writing slanderous messages towards the female and his youngest child. The female reported this harassment to protect her child and in fear of the ex-partner carrying out the threats to harm her and her youngest child. The female stated that she wanted her ex-partner to know that he cannot be saying vile and threatening statements about his own child or anyone who has any mental or physical disability.

This incident had no relation to any ethnicity or language issues; however, the harassment and malicious communications were directed at the female and the youngest child who had been diagnosed with downs syndrome. The harassment and malicious communications would only take place when the male had been drinking and had become progressively worse over time, escalating into threatening behaviour. It has been previously researched that some parents are able to accept their child's disability from the beginning, however there are some parents that struggle to understand and accept that their child has a

disability, and this can manifest into hatred over the years (Fletcher, 2004). This appears to correlate to the male in this incident who used to have contact with both of his children, but when his youngest child was diagnosed with downs syndrome, he would not accept the diagnosis and began to remove contact. When the male was drunk, he would send abusive messages via bank transfers stating that he hoped his ex-partner and their youngest child would die but how much he loved his oldest child.

As this call came through as a non-urgent response call due to the female contacting 101 to report the incident, I was able to read the call log and contemplate the offences committed before contacting the victim for more information. Whilst being on response, I was taught by officers with more service than myself, to think about the allegation and the possible offences that could have been committed prior to attending. Therefore, for this incident, I was considering the offences of Harassment and malicious communications which are as below;

Prohibition of harassment

(1) A person must not pursue a course of conduct—

(a) which amounts to harassment of another, and

(b) which he knows or ought to know amounts to harassment of the other. (Protection from Harassment Act 1997)

Offence of sending letters etc. with intent to cause distress or anxiety.

(1) Any person who sends to another person—

(a) a letter, electronic communication or article of any description which conveys—

(i) a message which is indecent or grossly offensive;

(ii) a threat; or

(b) any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated (Malicious Communications Act 1988).

With the Prohibition of Harassment offence, this was initially considered as the point to prove of pursuing a course of conduct amounting to harassment was clear due to the fact that the female had received over 500 messages via bank transfer with approximately 300 of these containing abusive or vile words towards the female or her youngest child. However, the point to prove of “knows or ought to know”, would be difficult to prove before arresting and interviewing the offender. This point relates to the mens rea of the act and as there was no prior knowledge of the offender and the victim had stated that he would only send the messages when he had been drinking, there was a possibility that he would say that he was intoxicated when sending them and did not realise how many he had sent.

Nevertheless, with the Malicious Communications offence, it was clear that he had committed this offence, although, as the messages had been sent via bank account money transfers, it was debated whether this would fall under the definition of electronic communications and how it could be proved that the account belonged to the offender. With this offence, it was unclear of how to obtain the evidence as a printed bank statement may not display the references and the female’s bank would not allow the screenshots of the account due to security reasons. Therefore, I took individual photographs of each

transaction, and advised the female to contact her bank and explain the necessity for the references to be printed.

Since the introduction of Victim's Code in 2006, there is a minimum duty all criminal justice agencies have to follow in relation to victims and in line with a time frame (Victims' Code). The victim's code sets out 12 overarching rights which ascertains that victims are treated with respect, dignity and courtesy, are provided with all the information regarding the investigation, afforded their privacy and are referred to services that can provide specialist support throughout the process (Victim's Code for Policing, 2021).

When I had arranged to meet the female to take her statement I had the victim's rights in the back of my mind, alongside the possible legislations of harassment and sending malicious communications, and the impact of this incident on the female and her children.

Although this incident came through as a non-emergency response, I made contact with the victim as soon as practicable to say that I would be looking into this case and to arrange a convenient time to take a statement. I arranged to meet the female on the same day to take statement and collect evidence of malicious communications and harassment, as I did not have any other calls to respond to on this day, and the second right of the victim's code is "to have the details of the crime recorded without unjustified delay" (Victims' Code).

Having shadowed other officer's I noticed that they tend to write the person's statement as the person is speaking, however on this occasion I felt that it was more appropriate to allow the female to explain the events in her own words without me writing notes at the same time; the female was able to explain the background of relationship and the messages that were sent to her. During this time, I had focused all of my attention towards the female and her youngest child who was present in the house, which gave the female the sense of having a normal conversation with me instead of the formalities of giving a statement, which correlates to the first victim's code of "understand and be understood" (Victimsupport.org). Once the female had given me all the information, the statement was written and signed by the female.

Another right under the victim's code is for the victim to make a "Victim Personal Statement" alongside the Victim statement, which gives victims the opportunity to elaborate on the impact of the crime not just the facts of the incident (Doak, 2005). When I asked the female if she would like to write a "Victim Personal Statement", the female asked if she had to complete it straight away or could it be done at a later stage. I assured the female that this could be written at any point and provided the female with a leaflet explaining the "Victim Personal Statement".

Before leaving the female and her child I discussed with the female her right "to be referred to services" who can offer further support such as Women's Aid and Refuge and provided the female with safeguarding advice should the male get in touch again or turn up at her address. I also informed the female that officers would be looking for the male and he would be arrested when he was found, and she would be "provided with information about the investigation and prosecution" (Victims' Code). When being informed of this, the female became very emotional and stated that she was not sure about having the male arrested as this would significantly impact him, his employment and his family. The female feared repercussions from the male and his family and that they would blame her and she feared for her and her children's safety in the home. I advised the female that if she is fearful of

repercussion from the family or male, then the police can arrange for her and her children to go into a refuge or be moved. The female stated that she has previously thought of a refuge, however with her child's diagnosis, she knows that her child would not be able to cope, and it would not be an option for her. I stated to the female, that I would refer the female to the Neighbourhood Policing team who could arrange the installation of CCTV and other security devices for her own peace of mind.

I empathised with the female and reiterated to her that the male is responsible for his own actions, and it is his actions that are responsible for him being arrested. I clarified with the female that as she has completed the hardest first steps of reporting the incident, it was now the police's duty of carrying out a public service and their decision to arrest the male for his actions.

I believe that carrying out such a public service is one of the main policing values, alongside having integrity and being impartial and transparent. When taking the statement and evidence from the female, I remained impartial when hearing the messages that the male had sent to the female regarding his youngest child, and I only showed empathy to the female for what she was experiencing from the male. At no stage, did I show my own personal shock and horror on hearing the words being used in the messages.

When discussing the next steps involved in the process after the male had been arrested, I reiterated that officers would be looking for the male. I informed her that after his arrest, I was not sure at this point, whether he would be kept in a police cell after being interviewed or released. I avoided using 'Police jargon' such as 'remanded in custody' as many people may not understand the term 'remanded' (Wunsch & Hohl, 2009). With this incident, once the male had been arrested, different officers took over the case and would inform and support the female through the next steps of prosecution. However, I had informed the female of what to expect if she should have to attend court and explained that she could apply for special measures if she did not feel comfortable or confident to attend court to give evidence. I explained to the female the different options available to her under the special measures such as; giving evidence behind screens, via a video link or pre-recorded (Special Measures, 2021)

With this particular incident there were many positives that happened such as the female reporting the incident, feeling supported enough by the police to give a statement and complete the process to prosecution of the male. However, when the female was given her account of what happened her youngest child was present in the room playing with her iPad. Although my male colleague continually kept the child occupied and entertained, I feel that the female may have spoken more freely about the male, if her child had not been present in the room. The opportunity for someone familiar to the child, such as another family member or close friend may have made the situation easier for all concerned. I was acutely aware that having uniformed officers in the house must have been traumatic for the child and the female.

In conclusion, after this incident, I have taken on board a new practice of taking statements from victims which is to talk through with the victim what has just happened then write a formal statement with the victim. The formality of taking a statement on to a laptop or mobile device in the first instance can be a barrier. I felt that by talking through what had happened first, gives the opportunity to recap on the earlier conversation when formally taking the statement.

This incident has taught me the importance of the Victim's Rights Act and making the victim feel that they are the centre focus of the criminal justice system. In future, I will make victims aware of their rights to make a 'personal impact' statement, provide them with a leaflet outlining what a personal impact statement may contain and arrange with the victim a more appropriate time at a later date to write the personal impact statement. This two-step process will give the victim time to think and reflect on the incident in question and will alleviate pressure from the victim as it is a full-on process for them to give a 'victim statement' when they are distressed, and the incident has just happened, along with a 'personal impact statement'.

Word Count - 2284

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:

In this essay I intend to reflect on an incident of racially aggravated public order and having to make decisions using discretion whilst conducting investigations to determine the best outcome for the victim and managing the offender. This policing incident involved a female Indian shop owner and a white female customer, where the customer had previously been banned from the shop and when she was reminded of this, began shouting racial slurs towards the shop owner. It was another member of staff who contacted the police on the owner's behalf. As this incident came through to officers as a non-emergency call due to the female leaving the shop, I was afforded the time to begin investigations prior to attending the shop and speaking to the victim. I began investigating everyone involved by using the police database of previous incidents. Once I was aware of the background of the alleged suspect and victim, I contacted the shop worker and arranged to take a statement and view CCTV of the incident. After taking a witness statement from the person who reported the incident and viewing the shop's CCTV footage, the shop owner arrived and stated that she did not want to press any charges against the female. The victim stated that she did not want to go to court for the female to receive a caution. It was at this point I was able to use my discretion and decided to offer the victim the opportunity of resolving the incident through an out of court disposal.

This incident involved the ethnicity of a female who was verbally assaulted with racial slurs by a white female whilst carrying out her duties as a shop owner. The victim stated that she felt more anger towards the victim's lack of understanding of different nationalities and ethnicities and was obviously said as an insult.

With the victim being targeted due to her ethnicity, this incident was treated as a hate crime; which is defined as “any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate” (Association of Chief Police Officers, 2005).

When speaking to the victim, before taking any details, I clarified with the female if English was her first language and if she would rather converse in her own language, as this was her right “to be understood and understand” (Victim's Code for Policing, 2021). The female stated that she could converse in English and did not require a translator. Although on this occasion there was no language issue, on another occasion where a victim or suspect's first language is not English, it is an officer's duty to arrange for an interpreter to be contacted or use language line if there is an urgency for the need of an interpreter.

When myself and my colleague returned to the station after speaking to the victim and suspect and completing the restorative justice process, I had a de-brief of what had happened and the decisions made using the National Decision Model framework. The National Decision Model (NDM) is used in policing when decisions have to be made and can be applied to any situation, person or team, allowing the person using this model to structure a rationale or review decisions made.

The NDM has six key elements of; “Code of Ethics; Gather information and intelligence; Assess threat and risk; Consider policies and powers; Identify options and contingencies; Take action and review” (National Decision Model, 2014).

Within the debrief process, I identified that I was informed of the incident through one of the police database systems which consolidates 999 and 101 calls received in relation to the area that the station is covering. After being allocated to the incident, I could see on the system who reported the incident and the victim and suspects details. I used this information to look on another police database to look up any previous calls reported by the person in this incident and any previous incidents relating to the victim and suspect. Once I had this background information, I contacted the reporting person and arranged for the reporting person to send the CCTV footage to a link provided, to allow officers to watch the CCTV before attending the shop.

Being a new officer, I do not have the same knowledge of people in the area as some more experienced officers in the area, which can be both a positive as it allows the open mind when dealing with people and can be a negative as I could give out an out-of-court disposal to someone who is not eligible or be ill prepared for attending an address or person.

When the call was allocated to myself, the reporting person had informed the call handler that the suspect had left the shop and after looking at the suspect's previous involvements on the database system, I was able to develop a plan from this information of attending the shop to speak to the reporting person and victim, then made a note of the suspects addresses and contact numbers to be able to make contact with the suspect as soon as I had spoken to the victim.

After I had gathered the information of what had happened in the incident, I considered which legislation had been broken; whether it was a Section 4, 4a, or 5 of the Public Order Act 1986 and if it was racially aggravated or motivated. I also considered the powers available, for arresting, detaining, questioning, and the necessity for arresting. I had decided that the suspect could be arrested for a Section 4a Public Order offence as it was racially motivated, as the legislation for these offences for these acts are

“(1)A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he—

(a)uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or

(b)displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.” (Public Order Act 1986).

“An offence is racially aggravated if: at the time of committing the offence, immediately before or after doing so, the offender demonstrates towards the victim hostility based on the victim’s membership (or presumed membership) of a racial group” (Association of Chief Police Officers, 2005).

I made contact with the victim to take a victim statement and explain the next steps. However, when I met the victim and explained that a statement would be required from the victim and that the suspect would be arrested and, the case may go to court. The victim stated that she did not want to attend court and would not support a prosecution. I discussed with the victim the impact of not taking the case further and that she shouldn’t have to experience this again, as everyone has the right to life without discrimination (Article 14: Protection from Discrimination); Human Rights Act 1998. The victim stated that she just wanted an apology from the suspect and for her not to return to the shop. I used my discretion and informed the victim that there was the option of a restorative justice approach which meant that the incident could be dealt with as an out of court disposal. I explained to the victim that the Restorative Justice process is an out of court disposal designed to repair a dispute whilst acknowledging an offence has occurred and the offender accepts responsibility for their actions (McGlynn, Westmarland, & Godden, 2012). The victim accepted this out of court disposal and signed the Restorative Justice Victim document. Myself and my colleague went to locate the suspect. The suspect admitted to using threatening language and behaviour towards the victim in the shop and accepted the restorative justice approach and asked for her apologies to be passed onto the victim.

After the debrief had taken place, I placed a written update on the police database explaining what had happened; the victim not wanting to go to court, the suspect admitting that their actions, the Restorative Justice process and why the decision was made to complete a restorative justice approach; victim not supporting police action, therefore having no victim statement and no available CCTV footage.

Restorative Justice is an out of court disposal, that places the victim at the centre of the criminal justice system and gives them the opportunity to explain to the offender how the crime has impacted them. This disposal moves away from the punitive measures of going to court and giving more community reparation punishments (Johnstone & Van Ness, 2013). Although restorative justice has been seen by many as a productive tool to avoid first time and low-level offenders having a criminal record, there are some limitations to restorative justice. Some examples of these limitations are people already having gone through the restorative justice process for similar offences or with the same people or the offender denying the offence happened. Therefore, knowing the information of who the suspect was and being able to check her previous offending history before speaking to the victim and offering the option of restorative justice was beneficial in aiding the use of discretion in my decision making.

As many scholars have noted a police officer's role is primarily making decisions based on experience and judgements. Officers regularly make decisions using their discretion to achieve the best outcome possible in each situation they attend. Some of these decisions could be "whether to investigate, to question, to charge, to arrest" and this fits within the National Decision Model of Considering Policies and Powers, Identifying Options and Contingencies and Actions and Review. (Bronitt & Stenning, 2011)

In this situation, I was able to use the information I had gathered regarding the victim and suspect along with the awareness of the powers and policies available to me, to achieve the best possible outcome for this incident. With the victim initially unwilling to take any action against the suspect, allowing the victim to have the chance to use an out of court disposal, it made the victim feel that the police are willing to take action and put the victim at the centre of the justice system. This will have strengthened the victim's opinion on the police force and may be more willing to work alongside the police if they are involved in any further incidents.

The Government website states that the definition of a criminal investigation within the code of practice "is an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it". (Criminal Procedure and Investigations Act 1996).

Under the Criminal Procedure and Investigations Act, there is a responsibility of all officers to record and retain significant information and within South Wales Police, there are several different databases and recording systems in use; such as a system for when 999 and 101 calls are made to the police, a database for police officers to record details relating to a crime, person or intelligence, another system for uploading footage recorded from an officer's personal issued body worn camera, and a new system designed for people or companies to upload any CCTV footage, video footage or pictures relating to an incident. With this incident it was in my duty to log any communications I had with the victim, upload victim's statements, any attempts at making contact with the offender I had made, complete referrals to other support agencies for the victim; such as Public Protection Notice, and uploaded photographic evidence of the messages sent through bank transfer.

Another responsibility of officers is dealing with offenders. In this situation, I attended the suspect's home address with my colleague to speak to the suspect about her behaviour and the possible actions that could be taken by the police. When speaking to the suspect, I was firm and direct in my speech, but remained in a calm manner to influence the suspect's manner, as previously discussed in the Beatri's Box Theory (Nurnisya, Saad, & Noor, 2022). I informed the female that we had received a report that she had used racial slurs towards the shop owner and that she could be arrested for a Section 4a Public Order offence which was racially motivated. I discussed with the female her intentions and actions of when she used the racial slurs and the impact of being arrested could have on her life and the impacts her actions have had on the victim and people who were present at the time. The suspect was apologetic and regretted her actions and asked if her apologies could be passed onto the victim. This information I had to record on the police database and complete a Restorative Justice referral form for the victim and offender. Although in this incident, the offender was not arrested, placed in handcuffs or had force used against them, if this had taken place, I would have had to complete a use of force form and updated the database with the rationale of why force was used.

Throughout this incident, I remained impartial to both the victim and offender, but showed empathy and transparency towards the victim. I felt that if I had not informed the victim of the option of an out of court disposal, I would not have been carrying out a public service and this would have allowed the offender to believe that she could continue to speak to the victim and other people in the same manner. Over long periods of service within the police, officers can be patrolling in the same area and know the people most likely to be offending and this can cause some officers to have an unconscious bias towards believing that someone has committed the offence (Kapur, 2015).

As this was a call which required a response within 48 hours, I was able to break down each part of the National Decision Model, which allowed me more time to think and prepare of how best to respond to the call, however if this was a call which required an immediate response, officers do not have the luxury of being able to have the time to think of each stage as I did in this call, which can hinder the officers ability to think of various ways to respond to the incident, as if the shop owner had suffered any injuries or any damage was caused.

Word Count – 2415

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
Confidence with the arrest process	Feedback from tutor. Taking the lead on calls. Practicing the arrest process Seek guidance from more experienced officers	Tutor Shift Members Sergeant Custody officers	By 31 st October 2022 Whilst on 4 weeks independent patrol status in September Week one – Taking the lead on all calls Week two – Focus on arrest process, caution, handcuffing technique, necessity for arrests Week three – focus on making decisions Week four – focus on custody process of booking in suspects.
Understand the process after arrest; interviewing and compiling case files.	Continue to shadow HUB officers when completing forms and processes after they have interviewed. Make notes on each document or process to provide guidance when I carry out the process or complete the document	Shift members Custody officers Use learning aids provided in the first six months.	By end of September 2022. Whilst working in the hub, I will shadow different officers to observe how each officer completes the process and any relevant forms for the first few weeks, then in the last 6 weeks, I will take the lead on various aspects, such as giving the legal briefs, interviewing suspects, completing different

	Complete the process from start to finish.		forms, compiling case files until confident in each area. Last week of hub attachment, I will complete one case from start to finish as the lead investigator.
Have more experience with out-of-court disposals such as, Restorative Justice, PCR,	When on response shifts, I will request to attend as many as possible calls with different colleagues and liaise with colleagues the appropriateness of using out-of-court disposals.	Team leader/shift Sergeant Colleagues Training notes for guidance in preparation of knowing whether an out-of-court disposal is appropriate for the offence.	When I return to response shifts in September for a period of four weeks, I will observe colleagues using the different out-of-court disposals on the first occasion and any subsequent calls where the disposal is appropriate, I will take the lead and complete the process. This will be achieved by the end of October 2022.
Have a better understanding of different roles within South Wales Police, such as Traffic Officers and Custody Officers.	Arranging to spend one shift with a traffic officer and one shift with a custody officer to observe their roles and better understand the processes involved.	Team leader/shift Sergeant Hub Supervisor Custody Sergeant Traffic Sergeant	This can be done whilst in the hub or on response and will organise with Sergeants for when the shifts will suit the team the most. This will be achieved by the end of October 2022.

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
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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. Mitchell _ _ _ _ _ (Learner, Electronic signature or type name)

Date: _ _ 11.07.2022 _ _ _ _ _