

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

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 BSc 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)

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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 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 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, outline 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:

Everyday life comes with a degree of stress and a need to build up resilience towards these stresses (National Health Service, No date). For people starting new jobs and being placed in a new learning environment with exam pressures, these stresses can be multiplied and a need to combat this added pressure is needed to maintain good mental wellbeing and prevent burnout (Mind, 2017). If stress isn't managed, it can have physical effects on the human body such as lowering the body's immune system, making a person more susceptible to colds, flu and other illnesses (Harvard Health Publishing Harvard Medical School, No data). Stress has also been linked to the onset of mental health illnesses such as anxiety and depression (Van Praag, 2004, pp.891-907) (MQ Mental Health, No date). In this essay I will outline some of the coping strategies I have used to deal with the added stresses of joining the police and how I have built up a resilience towards these stresses. I will look at the impact physical exercise, time management and socialising with friends has on minimising stress and building resilience.

One of the coping strategies I implemented during my initial training was exercise, more specifically running and walking. There are several advantages of using physical exercise to counter the effects of stress, from improving mental health to controlling anger, weight control to building self-esteem (Palmer and Cooper, 2007 p.110). A study in America over an 11-week period explored what happened when over 1000 college students were exposed to aerobic exercise training, relaxation training and no training at all, they showed that aerobic exercise could reduce the impact of stressful events and changes (Roth and Holmes, 1987, p.355-365). During aerobic exercise, studies have proven that the levels of beta-endorphins increase throughout the body's nervous system (Schwarz and Kindermann, 1990 pp.165-171). Endorphins are the body's own painkiller, they are naturally released under stress or when you put your body through a stress, such as exercising. They can also be released through the enjoyment of food or laughter. Endorphins provide a natural high, also known as runner's high and the release of endorphins relieves stress. (Harvard Health Publishing, Harvard Medical School, 2021). Research has shown that by exposing yourself to the stresses of exercise, you train your body to cope and be ready for exposure to future stresses, building up a natural resilience to work stress (Childs and de Wit, 2014; Hackney, 2006, pp.783-792).

Another technique I have implemented to help alleviate the stresses of training, was to socialise with friends, family and colleagues. This was done through various activities such as gaming, nights out and spending time with others. Humanity has always been an extremely social, be it through family, friends or immediate associates like work colleagues or the local community (Bailey, Wolfe and Wolfe, 1994, p.127.) A study in Ghana of senior high school students looked at their exposure to academic stress and showed that those who sought social support from friends or family showed a lower risk of developing higher levels of stress or more severe physiological conditions. It further suggests that those with a higher social support or more friends, have a higher self-esteem and lower levels of stress (Glozah, 2013, p.143-150). Along with socialising with friends, I find it helpful going on nights out with friends or colleagues and having a few drinks. For thousands of years, drinking alcohol has been considered a way of managing stress and examples of this can be seen in Greek and Shakespearian writing (Sayette, 1999, pp.250-255). However, scientific research has mostly been inconclusive in the area, with some studies showing that alcohol has an effect and others showing no effect at all (Sayette, 1993, pp.549-476). It is important to understand the negative effects that regular use of alcohol to manage stress could cause. Regular consumption has an adverse effect on the body, it damages the bodies organs and constant use can lead to a dependency leading to further health problems (Grønbaek, 2009, pp.407-420). Bringing all of these methods together as a means of socialising, they can be used as a 'buffer effect' to alleviate the effects of work related stress and help to build a resilience towards the stressors, fundamentally allowing us to cope with the stress as opposed to removing it (Heshizer and Knapp, 2016, pp1-11).

The final strategy I implemented when dealing with work and life stress was to create targets or schedules and to manage time to allow for a balance between work and life. The concept of time management and target setting is often suggested by healthcare, educational and self-help experts (MindTools, No date; Mind, 2017; National Health Service, No date). Furthermore, they suggest that you should set achievable targets so that you don't become disheartened or more stressed if you don't achieve them. To vary the tasks or work you are doing so that things don't become stagnant or repetitive and finally, making sure that you have a break from work by leaving the work area, take part in some form of exercise and allowing time to socialise. A survey in Canada of university students showed that the majority reported a lack of time being the main contributor to them not being able to manage their stress (Campell, Svenson and Jarvis, 1992). In the initial six months of training with the police, a vast number of topics and tasks are undertaken with added pressures of passing the exams and doing well in them. Research in Iran of nursing students found that due to the large amount of academic work and the desire for a brighter future, students prioritised academic work over normal daily activities such as chores (Mizaei, Oskouie and Rafii, 2012).

In conclusion there are many different strategies a person can use to help elevate and manage stress, I have explored some of the strategies that I used, further research has shown why these strategies work are effective however, it has also highlighted how some of the strategies could have a negative effect if used too often. When I started running, not only did I do it as a way to increase fitness and self-esteem, but to also take my mind off of work and divert the stress into a productive activity, building up stamina and resilience. I have also come to realise how some of my methods could have a negative effect such as the use of alcohol, although giving short term relief to

stress, if used regularly it could develop into an addiction and cause physical and psychological damage.

1090 Words

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.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review 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 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.

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

ANSWER:

The purpose of this essay is to reflect on communication techniques and skills used to manage an aggressive and uncooperative suspect and witnesses during a suspected domestic violence (DV) incident. I will also discuss the process of deciding the use of force required to take control of the situation and minimise the risk to all present. For this review I will be using Driscoll Reflective Model to review the methods of communication used and the decision processes of deciding if the use of force was required (Research Paper Writing, 2022). This model consists of three questions, What?, So What? and Now What? These questions allow for a structured review of circumstances relating to the incident.

A call was received of a possible DV incident. On arrival at the property, lights were on in the house and movement could be seen through the blinds. Upon knocking on the front door, all lights were switched off and movement within the property stopped. After a few minutes a female answered the door and after explaining why we were there, we were allowed in. Four persons were present at the address, two females and two males. Upon entering, attempts were made to split everyone up and talk to them separately, one male appeared very agitated and uncooperative. Several attempts were made to calm the male down and explain what, as police officers, we needed to

do before leaving. He became extremely aggressive and due to this; the male was detained to prevent a breach of the peace. At this stage, the male became aggressively resistant and a scuffle ensued between officers. During this, the three occupants understandably became distressed and effective communication was needed to reassure them. After gaining control of the male, I attempted to calm and communicate with him using a range of techniques to avoid his arrest. Unfortunately, the male failed to comply, and his arrest was necessary due to a breach of the peace for the safety of those present and his own safety (Police National Legal Database, 2020). A social factor relating to this incident was the use of cocaine and alcohol by the males. There were no cultural, ethnic or language issues during this incident.

There are four basic types of communication, each person has their own blend of styles but are identifiable in 4 categories; Passive, Passive aggressive, Aggressive and Assertive (Alvernia University, 2018). During this incident, it was vital that I was assertive in order to show who was in charge and get the desired result. Informing the suspect and others what I needed them to do whilst allowing for an open discussion between all involved and still valuing their views and feelings (Pipas and Jaradat, 2010, pp.649-656). According to Hemavath and Devi (2016) there are five levels to assertive communication. During this incident only four levels were used. The first being basic assertion. This was where I asked the suspect to come with me and have a conversation over what had gone on, this is a basic request. The second level is empathetic assertion, I agreed with the suspect that he hadn't let us into the property and that I understood that he didn't want us there, but I reinforced my need to speak with him. The third stage is escalating assertion, this level is used when a suspect fails to follow the request, so the commands become blunter. In this instance the male continued towards the front door and ignored my requests, so my requests became direct "No, you need to come here and speak to me". The final stage used during this incident was confrontive assertion. This is where I told the suspect what he must do, or consequences will follow, "I've asked you to come with me, I will detain you if you refuse". From my research I believe that this was the appropriate technique to use in order to control the situation, to put forward my needs of the people present whilst respecting their thoughts and feelings.

Another important element of communication is non-verbal, 55% of your first impressions are made by a person's body language (Phutela, 2015, pp.43-49). Meaning that at the beginning of any interaction an impression is made, this can dictate and influence the direction of conversation, such as a bad impression could lead to confrontation or aggression. Part of assertive communication includes the use of body language including eye contact, nodding or an open posture (Hemavath & Devi, 2016). In this incident, as I entered the property, I had an open posture with my hands to my side and a welcoming expression to face. Facial expressions can be used to decide if someone is trustworthy but also allow for a person to analyse speech and better understand and interpret what is being said (Carbon, 2020). This highlights the importance of facial expressions and the role they play on the interaction with people. A barrier to body language at the time of this incident is the requirement to wear face masks due to Covid-19 (Welsh Government, 2022). As a final attempt at getting the suspect to comply and listen was to use hand gestures. They are a visible sign of what I am trying to achieve, and act as a barrier between the two of us. In an article by Park (2021) he discusses how in environments with barriers to communication like noise or facial masks, a hand gesture can be universally understood. I used my arm with my

palm facing towards the suspect in a stop sign. I used this in conjunction with the words get back as a sign to stop coming towards me. I realised that lifting my hands up towards the male could be a sign of aggression, but this was only done after the suspect encroached in my personal space.

Due to the lack of cooperation from the male and the escalating aggression I deemed the use of force necessary to protect fellow officers, other people present in the property and myself. Powers under Section 3 Criminal Law Act 1967 says "A person may use such force as is reasonable in the circumstances in the prevention of crime" (Police National Legal Database, 2022). I used the National Decision Model (NDM) to aid my decision. The NDM is a cycle with five elements, each element designed to develop a thought process and deal with a developing incident. Two of the key elements are assessment and powers and policies. The assessment stage is where you assess the threat, risk and harm of the developing situation. During the incident, the male was closing in on my space and rising his arms at me. I perceived this as a threat as he could assault me at this point. This is when the powers and policies section is then developed. Under the Section 3 Criminal Law Act, you can use reasonable force to prevent a crime from happening. Alternatively, being aware that by arresting the male there would be a breach of Article 5 and 8 of the Human Rights Act 1998. However, in this instance, it was to prevent an assault on myself and prevent a breach of the peace. (College of Policing, 2014; Police National Legal Database, 2019). Article 5 covers a person's right to liberty and security; it can be breached to prevent a crime from being committed. The same applies for Article 8; the right to respect for private and family life, by entering the property as an officer breached article (Legislation.gov.uk, 2004). On reflection, I believe my use of the NDM and the decision to use force and the level used as appropriate for the situation as we were able to get the suspect under control. However, I feel that my position in the room could have been better to lower the possibility of assault and therefore the potential to reduce the need for force.

An effective arrest was made, and I attempted to calm the suspect down as he was angry and distressed about the incident. Using the NDM, I decided that if the suspect calmed down and no longer posed as a threat that I would de-arrest him. In order to achieve this, I used the five-step appeal to give him plenty of opportunity to calm down and co-operate with us. The five-step appeal is a set of five requests made to the suspect as a final attempt to gain their co-operativity. The first appeal asking them to follow your request. Next is a reasoned appeal, for example you say why you want them to follow your request. The third is the personal appeal, this is where you explain to the suspect how it could impact their work and family life. Next is the final appeal, using the words 'is there anything I can reasonably do or say to get you to comply?'. If at this stage they fail to comply, the final stage is the use of force (College of Policing, 2020). In this case, the suspect was arrested for breach of the peace after failing to comply. I believe that I treated the suspect fairly and I gave him every opportunity to comply. I used the NDM to rationalise and justify my decisions and in the end, the incident concluded in a relatively peaceful manner.

From this incident, I have had time to reflect on my decisions and review the parts that went well and areas for improvement. Some of the main points I have taken from this is the importance of body language and the appropriate use of models such as the NDM and five-step appeal. On reflection my use of these models were appropriate in

this incident and this supports my further use of them during my career. Improvements that could have been made are that I could have been more aware of my positions so that in future I will be less of a target.

Wordcount - 1649

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.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Explain 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.

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

ANSWER:

For this essay I will be discussing a victim of domestic violence (DV) that I dealt with initially at the scene of the incident and then later once they had received treatment at hospital. For this incident I will refer to the victim as Rachel. Rachel is a 26-year-old white British female who had a history of DV. Rachels partner had thrown food at her, punched, choked and verbally abused her before she fled the flat and called the police. There were no social, cultural, ethnicity or language issues in this case. I will be using the ERA Cycle (Jasper, 2013) (University of Cambridge, 2022) to reflect on this incident as I feel it is most suitable for reflecting on the procedures and policies that I followed and considered during this incident. The cycle is made up of three very simple elements, experience, reflection and action.

I along with fellow officers were called to an ongoing domestic incident involving Rachel, her partner and his brother. It was reported that shouting and screaming could be heard coming from the flat, as well as, crashing and banging. Once officers arrived at the flat, there was no answer at the door and no signs of any sort of disturbance. The control room was asked to get back in touch with the reporting person and after being told that officers had arrived, Rachel told officers that she was in her car in a carpark near to the address. I was the first officer to locate Rachel and speak to her with regards to what was going on. From the offset it was clear that Rachel has been assaulted. She had two swollen eyes, red scratch marks along the side of her neck and shoulders as well as a cut lip and food entangled in her hair. She was inconsolable, extremely frightened and complaining that she felt dizzy. Eventually,

Rachal disclosed to me that her partner and his brother had caused the injuries and that it wasn't this first time it she had been the victim of domestic violence.

Currently there is no legal definition for domestic abuse or violence, but the British government gives one as;

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

(Home Office, 2013)

When I first started to engage with Rachel she was extremely upset and was struggling to speak. It was important for me to build up a rapport with Rachel as what she had experienced was extremely upsetting and what we would be discussing is very personal so gaining her trust was key. Having a good rapport would mean that I would get the best possible evidence, make her more open and trusting towards myself and more likely to pursue a complaint (College of Policing, 2020). I explained that it was important that I spoke to her as soon as possible to ensure that evidence wasn't lost and limit delays in the process, which could be caused by my own workload or Rachels availability. Part 2 of the victims' code states that 'The victim has the right to have details of the crime recorded without unjustified delay' (Gov.uk, 2021). Part of this section allows for additional support to be put in place for the person providing the statement. For Rachel, this meant that she had a friend sit with her when the statement was taken for support.

As Rachel began to calm and engage with me, she kept repeating 'this is it, I've had enough now, I have to report him'. It became clear that this wasn't the first time this had happened, and Rachel confirmed that this had happened before but never as bad as this. Information gathered by the Office of National Statistics states that from the year beginning March 2020 till March 2021, Police recorded a total of 1,459,663 cases of domestic abuse (Office for National Statistics, 2021). It is estimated in Blackstone's Handbook for Policing Students that in a report by the Scottish government of repeat victims of violence that 46 per cent of victims reported that they had experienced two or more occasions of violence and many of them would not have reported these incidents to the police (Bryant and Bryant, 2021, pp.301-302). If this is applied to The Office of National Statistics, then a massive amount of DV victims do not report each occasion of violence and Rachel fell into this category. Knowing that this wasn't the first time made me more determined to get Rachel to agree to putting forward a complaint and make it possible to protect her from further abuse.

I spoke to Rachel regarding the requirements for a case to go forward, this included asking if she would provide a witness statement and attend court. At first, she was very hesitant as she feared attending court and having to see the offender again. I explained that as a victim of DV, she was eligible to special measures during her court appearance (Crown Prosecution Service, 2021). I informed her that in cases such as

this, we could apply for measures such as a privacy screens between herself and the offender or even a 'Live Link' so that she wouldn't have to be in the court room when she gives evidence. Furthermore, the victims code states that 'A victim has the right to be given information about the trial, trial process and your role as a witness'. To Rachel, this meant that she had the right to have additional support before the trial and in some cases, meet the prosecutor before and to get a better understanding of what will be asked of her (Gov.uk, 2021). This reassured Rachel but led her on to discuss what would happen if it doesn't get that far. I was completely honest with Rachel, in line with the code of ethics (College of Police, 2014) making sure I was as open as possible with her. I knew that there was a chance this case wouldn't get passed the offender being charged. I told Rachel this but discussed some of the safeguarding measures that I could put in place for situations like that.

One of the safeguarding tools I discussed with Rachel was to apply for a Domestic Violence Protection Notice (DVPN). The DVPN can be used in situations where you want to protect a victim from the offender in cases where there isn't sufficient evidence to charge or place bail restrictions. It is an emergency order that prevents the offender from attending the address of the victim and having contact with them. It is a civil order that is first issued by police and must be heard at a magistrate's court within 48hrs. If a court agrees with the DVPN, it is upgraded to a Domestic Violence Protection Order. This increases the protection to 28 days. I discussed this with Rachel as she asked what would happen in the case doesn't get to court and wanted to reinforce that fact that I would be putting her welfare and safety in front of everything in line with Gwent Police & Crime plan 2021 to 2025 (Police and Crime Commissioner, 2021).

One of the final things I discussed with Rachel was the support that partner agencies could offer. This was discussed during the initial contact as she would need support as soon as the police had left. Gwent Police have teams within the organisation as well as partner agencies to help in all stages of the investigation. The Victim Care Unit within Gwent Police will contact victims following all crimes, they will answer any questions regarding the case and in some cases, such as Rachels, offer a Victim Care Officer who will provide regular updates about the investigation (Heddlu Gwent Police, 2022).

Once a court date is set, I will hope to take a victim personal statement. As a victim, Rachel has the right under the victims' code to make such a statement and is usually conducted after the witness statement is taken. It gives Rachel the opportunity to tell the court how the offence has affected her in her day to day life and can have an impact on the level of sentence the offender receives. I explained this to Rachel at the time of taking her witness statement and explained that if she was comfortable, she could read it out in court and if not, someone else would (Gov.uk, 2021; Victim Support, 2022).

When dealing with Rachel, she was very upset and scared. She had just gone through a terrifying ordeal so making sure that all her needs were met along with insuring that all evidential and procedural requirements were carried out was key. I think that I was very supportive of Rachel, I reassured her with the support Gwent Police could offer as well as talking her through the possible outcomes of her complaint. I talked her through all the safeguards I would be putting in place for her and what would happen on the build up to a possible court case. When I next deal with a similar victim to

Rachel, I will make sure I build as strong a rapport as possible. This worked well with Rachel because she was honest with me and I believe I was given the strongest evidence possible. An area I want to improve on next time is to make sure that I carry relevant information sheets and leaflets on me so that in incidents such as these, I can give clear information and support directly to the victim making it easily accessible and making myself as a police officer look very professional.

1645 Words

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.

Give a brief description of 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. **Consider** the role of discretion in the decision-making process.

Explain 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 **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

For this essay I will be reflecting on a shoplifting incident that was resolved by means of a community resolution order between the offender and victim. I will be using Driscoll's What model of reflection which involves asking yourself, What?, So What? and Now What?, to aid me in discussing and reflecting on my use of the National Decision Model, my obligations as a police officer towards the victim, the offender and the wider community, the procedures I follow in terms of recording key information, how I ensured I followed the code of ethics, implementation and consideration for the Criminal Procedure and Investigations Act 1996 (CPIA 1996) and how I applied discretion with the use of law.

A young female in her early twenties who for the purpose of this essay will be called Sam, entered a corner shop and attempted to steal a phone charger. After picking up the charger, Sam walked to the exit but was stopped by an employee of the shop. Sam was confronted by the employee about the charger and began to scream at the employee stating that she was going to kill herself and ran off along with the charger committing the offence of theft. Due to what Sam said to the employee, they have called the police out of concern for her safety. After officers attended the shop and spoke with the employee, it was clear that he was very concerned by what the female had said. Before an investigation could begin, officers took a description of the female and began an area search because her welfare came before any criminal investigation. Officers were unable to locate any female after around an hour. So, I returned to the store to carry out enquires relating to the theft. This incident had no cultural, ethnicity or language barriers. However, a social aspect of this incident was Sam's mental health issues.

In Gwent Polices Policing vision for 2021 to 2025, one of key principals is to support victims and protect the vulnerable (Police and Crime commissioner for Gwent, 2021). The shop has received a loss to their business and the owner could be emotionally affected by what happened. It doesn't matter how minor the crime was, it could still have an impact. The victim also needs the support of the police in order to feel protected and to feel that any incident is being taken seriously. Within Gwent police, we lead a 'victim-cantered' approach (Police and Crime commissioner for Gwent, 2021, Victim Support, 2022). When I attended the shop I carried out golden hour principals, this included gathering CCTV, taking a statement from the shop owner and gathering details about the stolen item (College of Policing Authorised Professional Practice, 2013). During my time speaking to the shop owner, he was still very concerned about the female. Because of this concern, I started to discuss possible disposal options with the owner. I informed him that once we located the female, I would see how she was, how she reacted to the police and what she had to say about the phone charger. After getting his opinion on what he would want to happen to the female once found, he seemed much more at ease and thankful. Realising what this had done to the victim, I think that where appropriate, next time I would discuss with other victims what they want to happen to the offender once found where appropriate. I believe this gets the victim involved and gives control back to them.

After the CCTV was reviewed, a positive identification was made of Sam by an officer who had dealt with her previously. Knowing her identification, I used police systems available to me such as the police national computer (PNC) or Niche, to check on Sam's previous history and find her address. PNC is a system that stores criminal convictions, cautions, warnings and reprimands (ACRO Criminal Records Office, 2022). Niche provides similar information to PNC but it also allows for the create and manage cases (NicheRMS365, 2021). Using the signed statement, images of the stolen phone charger, the victim's details and the suspects, I could create a file containing all this information so that it would be readily available and ready to use for a disposable decision. After using Niche to view previous occurrences involving Sam, I could see that she had no previous involvement with theft and very few occurrences involving her as the offender. One thing I did note, was that Sam had warning markers for mental health and on a few occasions, police had been involved in mental health episodes that Sam had. This gave me an idea of Sam's past and the sort of life that she has had. Using this information, it allowed me to make an informed, tailormade course of action when dealing with this case. In the future, I will use this as a way to get a better understanding of the sort of person I am dealing with prior to meeting them, so that I can have a honest conversation with them about what they have done and possible means of disposable for low level crime.

Once I had obtained an address for Sam, I attended along with fellow officers to speak with her and get her account of what had happened. She stated that lately, she had really been struggling with her mental health and had just broken up with her boyfriend. Because of this, Sam had no mobile phone charger as all her possessions were still at his address and she couldn't bring herself to see him. Sam was extremely apologetic and knew that what she had done was wrong. Sam said that she would go and pay for the charger and then never return. Seeing how Sam had reacted to officers and what appeared to be genuine remorse, I began to discuss what would happen next in terms of dealing with her for the offence of theft. I informed Sam about how the shop

owner had reacted and his concerns about her welfare. I informed her that he wasn't seeking a complaint against her and just wanted to make sure she was ok. In the future I would look to discuss with the offender the victim's thoughts and feeling regarding the crime that has been committed and how the victim would like to move forward. I believe it makes the offence more personal and gets the offender thinking about the impact they have made on a person. However, this would only be on low level offences.

After speaking to both the victim and offender, I then came up with a suitable disposal method that both satisfied the victim, punished the offender and helped prevent reoffending. To do this I used the NDM. The NDM is designed to help make decisions that are sometimes difficult but provides a well-structured approach to make the best possible decision (College of Policing, 2014). The NDM is made up of six elements, each designed to probe your thought process. The first part is to gather information and intelligence. This was already done by speaking to the victim, the offender and checking PNC / Niche. The second stage is to assess threats and risks. This was where I thought about the likelihood of reoffending and risk Sam posed to the community. The third stage is powers and policies, this is where I considered asking Sam to attend a voluntary interview and charging her with theft, I also considered the CPIA 1996. Part of the act is whether it is in the public's interest to pursue a conviction (Legislation.gov.uk, 2022). In this case I deemed it not to be in the public interest, due to the theft being of a charger valued at £5 and it being a first-time offence. The fourth stage is options and contingences. This is like stage 3, where I have the powers to ask Sam to attend a voluntary interview and charge. As a police officer, I have many powers and policies to follow, I also have the option of discretion. Discretion is defined as 'the right to choose something, or to choose to do something, according to what seems most suitable in a particular situation' (Cambridge Dictionary, 2022). In this case, I felt that the best course of action was to issue a community resolution. A community resolution can be used for low level offences, where the crime hasn't been committed before, the offender admits to the offence and the victim agrees to one (Lancashire Police, 2022).

As I have already mentioned, a social factor contributing to this offence was Sam's mental health. A person's mental health at the time of committing an offence can be a contributing factor to them committing that offence. As such, special considerations need to be made when dealing with and prosecuting an offender with mental health (Crown Prosecution Service, 2019). Taking this into account along with what the victim wanted, that Sam admitted the offence and that getting a criminal record wouldn't be in Sam's best interest. I proceeded with the community resolution with the following conditions. 1. Sam paid for the charger. 2. She speaks to her GP regarding her mental health. 3. She is banned from the shop until the owner changes this.

On reflection, I believe that my decision in this case was well founded and for the greater good. I used the powers and options available to me to come up with a solution that benefitted not only the victim, but also the offender and police in terms of time saved from putting together a case file and charging Sam with an offence. I believe I dealt with the victim in a kind and considering manner ensuring that they felt that they were being heard, I aim to repeat this with any future victims.

Word Count 1637

Task 5

Personal Development Plan (PDP) / Learning Plan.

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. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
I want to improve on my ability to update Niche, Specifically OEL updates after attending a job and the relevant forms to submit.	I will look to achieve this by repetitive use of Niche and attend a Niche refresher course. I will also look for support of my colleagues.	• Colleagues on my shift • Learning and development team • Guides provided by Gwent Police. • My tutor	I aim to achieve this by 6 months on independent patrol.
I need to develop my skills surrounding red and green case files. This is due to only having a weeks training over 3 months ago and having very little exposure during my tutorship.	I will book myself onto a case file refresher course as I have been told these are extremely helpful. I will also try and assist people completing case files to gain experience.	• Learning and development • Case file team • Colleagues on my shift • My tutor	I will look to book myself onto a case file course within 2 months of being on independent patrol. I aim to be competent at completing a case file independently in 6 months.
I'm not confident in interviewing offenders. I want to develop my skills in asking relevant questions and improve on my ability to listen out for relevant lines of questioning when	I have my tier 2 interviewing course in April so this will aid me in developing my skills. I will also luck to conduct as many interviews within that time as possible to make myself comfortable at interviewing as	• Learning and development • Colleagues on my shift • Tutor • Feedback from duty solicitors	I aim to be confident at interviewing by 2 months' time. This allows for my interview course and implement what I learn on that course to live situations.

conducting the interview.	possible as this will relax me when conducting the interview and allow me to think		
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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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