

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: JAKE SMITH

Learner's University Registration Number: 2029361

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)



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

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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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

This essay will aim to critically reflect the previous six months learning as a student constable. During this essay, I will use Gibb's 1988 Reflection Model to examine my experiences throughout the six months of learning, what stresses I encountered, the strategies in how I managed the stress and an evaluation and analysis into these strategies compared with others. Reflection is a very important part of learning, as the words from American philosopher John Dewey (1933, quoted in Di Stefano *et al.* 2014, p. 29) can be summarised as "We do not learn from experience. We learn from reflecting on experience".

The 1988 model provides a framework to examine your own experiences, learn from them and plan for future experiences. It includes six stages: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. These stages will be explored throughout (The University of Edinburgh, 2020).

What is stress? There are a few variations to how stress can be defined. It can be defined as "any type of change that causes physical, emotional, or psychological strain" (Scott, 2020), it can also be "the body's reaction to feeling threatened or under pressure" (National Health Service, 2021). Everyone at some point will feel stress and experience it in different ways. It can cause changes in the body which have an affect cognitively, emotionally, physically and behaviourally. A person feeling these changes could be feeling overwhelmed, have racing thoughts, difficulty concentrating, feeling anxious, have a lack of self-confidence or have trouble sleeping (National Health Service, 2021). These feelings can have a serious impact on the first six months of a student constables learning, if not managed appropriately.

It is important to understand how you best deal with stress early on in your career as working in Police services is a highly stressful occupation that can result in poor mental health issues. "The number of police officers taking time off work for mental health-related illnesses is rising at an alarming rate – up to 47 percent in the last five years" (PFOA, 2017). With rising sickness rates and declining police numbers, it is critical that effective mental health treatment be implemented to those who need it (Edwards and Kotera, 2020, p. 1116).

A way of better dealing with stress, is building resilience. Stress resilience is the "ability of people to recover quickly after something unpleasant, such as shock, injury, etc." (Oxford Learner's Dictionaries, 2021). Improving your tolerance level to pressure, means you can address it before it turns to stress (Haydock, 2017). Policing is one of the most stressful occupations and plays an important role in the maintenance and safety of society. Police

officers are often exposed to a range of experiences that the general public are not, such as physical and emotional trauma, aggressive and emotionally disturbed people. So having a better understanding into the negative effects of your mental wellbeing is paramount. You can manage your resilience and work to improve it by adopting strategies to help cope with the pressure. Haydock (2017), Mind (2017) and National Health Service (2021), highlight some strategies that could be utilised in order to build resilience and cope with pressure. These are increasing your activity, peer support, talking to people about how you feel and planning your day. These three strategies are methods that I implemented to try and improve the way I personally was coping with the pressure.

During the six months of training as a student constable, I only really recognised I was under stress leading up to the first and second exams. Before the first, I was trying to figure out how best to revise. I started feeling overwhelmed and anxious and worrying about not passing the exam. This began to affect how proactive I was with the revision and would result in putting it off. Leading up to the second exam, I was going through a family bereavement which led to issues concentrating and I struggled to sleep which made me feel fatigued. To try and combat these stresses I used a few different strategies to increase my resilience and increase my concentration.

First, I started breaking up my revision with regular little breaks to keep my mind focused and not over-worked. As explored by Ariga and Lleras (2011, p. 440), trying to stay alert, for a long period of time and conducting the same task, will have a negative effect on your cognitive ability. They propose that “momentarily *deactivating* a task goal”, or changing what your mind is focusing on, in this case revision, for a short period will then raise your alertness once the task is resumed. I felt this helped to increase my concentration and stopped me getting distracted and less productive.

To help reduce stress and also the feeling of fatigue, as mentioned previously, I increased my physical activity. “Evidence indicates that sensitivity to stress is reduced after exercise training” (Salmon, 2001, p. 46). In other words, by exercising, you are building a resilience to stress and therefore are able to cope better with stressful situations. You are also promoting positive mental health and well-being. Studies have shown that a regime of aerobic activity, to raise your pulse for longer than 21 minutes, may considerably boost stress responsivity (Scully *et al.* 1998, p. 114). Although exercise has a positive effect on the feelings of stress, it is “best described as preventive rather than corrective” (Scully *et al.* 1998, p. 114).

Due to having a small class for our training, it made it easier for us to all get to know each other and be comfortable to talk about issues we were having through our six-month course. Being able to talk to peers about similar worries was a great help in feeling more relaxed and less anxious about the upcoming exams. Listening to other perceptions and thoughts allowed us to feel like we weren’t alone. By recognising one another’s perspectives, we were able to support and encourage each other. Similar effects have been shown in a study by Peterson *et al.* (2008, p. 513) where participants described an “experience of decreased stress, stress symptoms and anger, and of less anxiety”.

After these discussions as a group, we identified that we had similar issues with learning, when we had pre-recorded lectures at home. This affected my revision as I felt I wasn’t able to question certain areas that needed clarification and a deeper explanation. As a group we decided to create a study group for revision. I found that with these regular meetings I was

able to get on top of my revision and we were able to discuss things as a group for better understanding. I also started creating flashcards to aid my learning for definitions. The use of flashcards is an effective way to increase your ability to recall, understand and apply information in test situations. This strategy has been shown to produce higher scores in exam conditions to those who do not use flashcards (Senzaki *et al.* 2017, p. 353).

In reflecting on the stress factors during the last 6 months of training, it teaches officers to recognise potential stress during their many years of policing ahead of them. Elevated stress levels have a significant effect on performance and learning. It effects attention span, memory, recalling information and decision making. Stress also effects reaction responses and the fight or flight response when faced with a variety of acutely challenging and threatening situations (Edwards, Eaton-Stull and Kuehn, 2021).

In evaluation of the strategies I used, I feel that they both had positive effects on my psychological well-being, but in different ways. Conducting physical activity had a positive effect on my feelings of fatigue and lack of motivation to revise. Whereas the social discussions were able to reduce my anxious feelings towards the exams and allow myself to relax a bit more. During the six months of training, I found I had no issues having to adjust my physical activity or socialisation. This was due to having a set schedule for our learning. With this I was able to plan my exercise around my learning. During the learning from home periods, if I felt I was struggling for concentration, I was able to carry out exercise with no issues. We were also able to plan ahead for when to meet up for group discussions to aid our learning and understanding as we had the same timetable.

In conclusion, I feel that the strategies I imposed allowed me to positively affect my mental and physical well-being in order to complete the training. If I wasn't able to introduce the physical activity, or have the small class size as we did, I feel the course would have been much more of a struggle.

Going forward, I intend to continue carrying out my physical activity and socialisation, as I feel this will enable me to deal with the pressures during my operational career as a police officer. I understand that I will have to adapt the timings of my physical activity, along with the ever-changing shift patterns. It will be important to be able to adapt due to the effects that shift work, and a rotating night shift pattern has on the body.

It can be a stress factor with an impact on worker's health and well-being, in particular on job satisfaction, quality and quantity of sleep, and psychological and cardiovascular conditions, frequently inducing chronic fatigue.

(Ferri *et al.* 2016, p. 209)

Word Count: 1,566

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:

"Policing is a physically demanding and potentially dangerous profession and the police routinely have to respond to, and deal with, conflict situations involving violent and aggressive people" (Dryer-Beers, Braddock and Wire, 2020, p. 3).

During conflict an officer must be able to clearly and effectively communicate with members of the public involved. This must be done using verbal and non-verbal methods. Verbal communication can include the tone, volume, inflection, and pitch of speech. Non-verbal involves facial expressions, posture, eye contact and hand gestures etc. Active listening is also beneficial as it enables you and the person you're conversing with to stay positively engaged, by listening, repeating back what was said and paraphrasing (Cuncic, 2020). By listening attentively, you can notice the change of a person's tone, volume etc., this can change the meaning of what is being said. A change in the non-verbal communications, such as, negative body language or aggressive hand gestures, could also show signs of a negative attitude shift. Being able to notice when a person's attitude and mood is changing is vital in knowing how and when to adjust your own communication during conflict. Being able to perceive this change and process potential threats occurring in the environment is called 'situational awareness'. "Situational awareness can help officers and staff make a

dynamic risk assessment and to decide whether, when and how to be assertive and seek to take control of a situation” (College of Policing, 2020).

Empathy can be important when engaging with a person involved in conflict. Empathy can be defined as “the ability to share someone else’s feelings or experiences by imagining what it would be like to be in that person’s situation” (Cambridge Dictionary, 2021). If an officer can understand why a person might be acting a certain way, then they could empathise and interact appropriately to try and change their behaviour. According to Klimecki (2019, p 312) there is a positive correlation between empathy and prosocial behaviour e.g., co-operation. With this positive correlation, it is beneficial to use ‘Betari’s Box’. Betari’s Box is the theory that my attitude will affect my own behaviour, which in turn will affect the attitude of another person, so too affect their behaviour, which then affects my behaviour, and so on (Mulder, 2018). If an officer injects themselves into a conflict situation, with an unbiased mind set and empathises with the subject, the officer will be able to gauge the attitudes and feelings of that person. Going in with a positive attitude and understanding, will hopefully have a positive impact on the attitude and feelings on those involved and start to breakdown the negative cycle that they find themselves in.

Whilst on mobile patrol in the police van, we noticed a male getting into a discussion with other officers, whilst his friends were alongside. This male then started to shout and use aggressive hand gestures at the officers. It was unclear what was being said, but as officers have attempted to take him under control, he has run away, with the officers chasing after him. We attempted to catch up in the van. Due to us not knowing the details of the male involved or his friends that were close by, we were not aware of any warning markers on their records, which could have been a risk to the police or members of the public. From our involvement up to this point, we had a very short time to consider THRIVE. In the time we had, we assessed what information we had and thought about threats, harm, risks, investigations, vulnerability, and engagement would be necessary. We thought, based on the actions of the subject prior to running, there might be a threat as his body language and actions were very aggressive towards the officers. This meant that there could be a risk of harm to officers as it was directed towards them. With these thoughts I considered what possible actions might need to be taken once we had caught up with the male. I have activated my body worn camera to record the incident. This is standard procedure for incidents as it is “proven to lead to a reduction in false claims against officers” (Police Federation, 2021) and results in a study by Ariel *et al.* (2016, p. 301), show the prevalence of complaints against officers reduce by 93% with the use of body worn cameras. Body worn cameras also act as a deterrent for some possible offenders, as they might decide against assaulting an officer as it could be caught on camera.

As we have caught up to the subject and other officers, one officer had hold of the subject by the arm trying to control him. The subject was actively resisting arrest and swinging his uncontrolled arm around, whilst being in the middle of a road cross-section. On my approach I could see that the male was clearly intoxicated as he was stumbling, his shouting was slurred and when closer I could smell a strong odour of alcohol. Realising this, it made me more cautious as I was moving in to assist, as alcohol can have a big impact on people during conflict situations, which has been reported to greatly affect the police. A report by the Institute of Alcohol Studies (2015 p. 16) shows that “more than three quarters of police respondents had received an injury through dealing with drunken members of the public, with 65% stating that they had been injured on multiple occasions”. Whilst being careful not to get hit, I’ve used my powers governed to police officers under Section 117 (*Police and*

Criminal Evidence Act 1984) to use necessary reasonable force in the exercise of my power, to take control of the subject. Whilst doing so, I have attempted to communicate with the subject and tell him to calm down, which he has ignored. As he was not responding at this point to our tactical communications and was still resisting, I have decided the best course of action would be to, physically move the male out of the road and take the subject to the floor using my personal safety training approved methods. I felt this was reasonable and proportionate to maintain control of the situation and increase the safety and reduce the risk to limb of officers involved (Home Office, 2014). Once controlled on the ground, I have placed the male into handcuffs to the rear, in line with South Wales Police policy.

Whilst other officers aided in taking the male to the floor safely, friends and the girlfriend of the male have congregated close-by shouting at the officers involved. I have kept my communication going with the male to try and calm him. As other officers are keeping the friends at a safe distance the girlfriend of the male has got close to the situation from behind another officer. This officer has gently moved her back away from the situation and has tripped over falling to the floor in view of the detained male. Upon seeing this, the detained male's mood has then escalated, and he has kicked out, directly hitting a male officer in their groin. In doing so, he has committed the offence of assaulting a constable (*Police Act 1996*). After seeing this he has also reacted by shouting and swearing towards the officer that moved his girlfriend. As a result of this, I have arrested him for this offence, as he assaulted an officer in the execution of his duty. The male was also arrested for drunkenness in a public place (*Criminal Justice Act 1967*) as he was drunk and displaying disorderly behaviour, throughout the incident. With the male being arrested and placed in handcuffs, his liberty has been taken away, lawfully as it was "for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence" (*Human Rights Act 1998*). Due to the male acting out directly towards a specific officer, I felt it necessary to ask the officer to take himself away from the situation and swap with another. This has started to de-escalate the behaviour as the male couldn't direct his anger to that specific officer. This made it easier to carry out my power under Section 32 (*Police and Criminal Evidence Act 1984*) to search the male for anything he might have in his possession to assist in his escape from lawful custody. The male was then placed inside the cage in the police van for conveyance to custody.

Now that the conflict situation had ceased and the male was calmer, I have used my tactical communications to empathise with the male and gain an understanding as to why he has acted the way he has. Doing this allowed him to talk about the situation and using non-verbal communications, which were explained earlier, I have managed to understand what has happened and why he was angry. I have explained the reasons for my actions, based on his behaviour, and he has understood as his behaviour was not directed at myself but other officers. I have then established his details which I have recorded on the incident log. Once at custody the male was fully compliant and there were no further issues when taking him into the custody holding cell to wait for processing. Whilst on the way to custody and even more so in the cell, I have noticed that the male was displaying a few signs of possible cocaine use. These signs being, increased body temperature, an increased breathing rate restlessness displayed throughout. These are all confirmed signs of cocaine use by the National Institute on Drug Abuse (2021). The use of cocaine can bring on a mix of different emotions and moods, which when combined greatly increases the risk of that person exhibiting violent or dangerous behaviour (Cocaine.org, 2021). Due to noticing this I have asked the male if he had taken any drugs that evening, but also made him aware that he

wouldn't be any more trouble if he confirms this, which he did confirm. I have made the custody sergeant aware of this as according to Code C Annex H (Home Office, 2019) those suspected of being under the influence of drink and drugs must be visited at least every half hour and have their condition assessed.

After the incident I have had a chance to critically evaluate and review my performance. Looking back on the aggressive and resistant behaviour of the male I feel it was the correct decision to use the level of force that I did. Understandably, using force should be the last consideration and other, non-forceful means to control the situation should be considered first. In this situation the male has not responded to my tactical communications and was actively resisting. While considering the level of force to be used, I am aware that the primary justification lies with myself, so I need to make sure that the level of force used is proportionate, legal, accountable, and necessary. This is the 'PLAN' mnemonic. I need to consider, is the level of force going to be used proportionate to the threat level, would the level of force have a lawful objective, who would be accountable and will the use of force be necessary, measured against other resolutions. With all these in mind, an officer using force needs to be sure that excessive force is not used, as this can lead to misconduct proceedings if Article 3 of the European Convention on Human Rights, prohibition of torture, has been breached (College of Policing, 2013).

Reflecting on the use of Betari's Box in this incident, using the theory I explained earlier, I believe that I portrayed a reasonably calm attitude at the start in order to calm the male and hopefully have that attitude reflected back. Unfortunately, the male did not respond to this level of communication and so the situation played out as it did. During the incident I have continued to stay composed and behave professionally and I believe if the male wasn't under the influence of drink and drugs, he would have made better decisions and possibly not engaged in violence, resulting in him being arrested for assaulting an officer. For future situations Betari's Box will always be considered as it can help turn a potential conflict incident into a more controlled one.

During this incident I have continuously used the National Decision Making Model (NDM) to assess and review the changing situation. Throughout the incident I believe I acted within the 'code of ethics', at the centre of the model and have displayed professional policing principles and standards of behaviour, as set by the College of Policing (2014). In a perfect world, greater information about the male would have been gathered prior to our involvement, but due to the speed of the incident, this wasn't possible. This would have allowed us to understand who we were dealing with and if he was potentially dangerous. On the approach to the incident, I have assessed the threat and thought of a strategy that would be effective, while considering what powers and policies empower me to do so. Throughout the incident I have considered other options and contingencies to be able to deal with in, with the least risk of harm. I have then acted on the options I have selected. On reviewing when I have initially confronted the male, I could have tried to talk him down a bit longer, but in doing so, there would still be a risk of harm to officers, with his behaviour. So, I feel my course of actions were necessary to reduce this risk to the officers present.

A final thought to consider is the emotional versus rational brain theory. This is the theory that each person will react differently to one another in certain situations, based on whether they are more emotional or more rational in themselves. The emotional brain is "reactive and/or defensive" and "focuses on emotions". Whereas the rational brain "compares current and past experiences", "thinks logically and focuses on facts" and usually "ignores emotions"

(Voss, 2019). As a police officer it is our responsibility to stay impartial and, in some circumstances, not to display how we are feeling but, to act in a way that benefits the situation. In this case, instead of showing anger and frustration at my colleague being assaulted, I have remained calm and carried out actions to try and de-escalate the situation. This could be said to be acting using my rational brain, as I have suppressed my emotions.

Word Count: 2,426

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:

"The Code of Practice for victims of Crime is the statutory code that sets out the minimum level of service that victims should receive from the criminal justice system" (Victim Support, 2021). When supporting a victim, the police must have the welfare and well-being of the victim as the first consideration, taking into account their age, maturity, views, needs, and concerns. The code of practice consists of twelve 'victim rights' that a victim receives if they are considered; a victim who has suffered personally by a criminal offence in the way of physical, mental or emotional harm or economic loss; a close relative of a person whose death was directly caused by a criminal offence; a parent or guardian of an under 18 years of age victim; or a nominated family spokesperson of a victim who has suffered mental impairment or is thereby unable to communicate or lacks capacity due to the criminal offence (Ministry of Justice, 2021).

Whilst on duty we have received a call from the security staff at McDonalds, who have reported an incident of racial verbal abuse towards a security staff member. Two officers have attended the location of the suspect to make the arrest, myself and another officer have attended the store to gather further information and statements from the victim and witnesses. As we have arrived, we were made aware that there were three witnesses and the victim. My first thought was to identify the victim, support them with their needs and take an initial account of the incident. Once this was done, I needed to take first accounts from the witnesses.

After taking the victim's statement it was clear that the offence committed was racially aggravated section 4A of the Public Order Act 1986, as the offender has suspected to have intentionally caused a person harassment, alarm, or distress, by using abusive and insulting words or behaviour, or disorderly behaviour (*Public Order Act 1986*), and the offence is suspected to be motivated by hostility towards the victim's presumed membership to racial group (*Crime and Disorder Act 1998*).

The male victim has identified that he has been on the end of multiple incidents where customers have used racial comments towards himself. He said that he hasn't reported all of them as he doesn't want to keep creating issues for the police. He explained that even though he has tried to ignore it in work, it is affecting his personal life and well-being at home. This is far too commonly affecting BME workers in the UK as a report from the Trades Union Congress (2017) shows that "many BME workers do not report their experience formally and that this has a very negative effect on their general wellbeing, mental health and performance at work." Due to the male highlighting the affect it was having on him, I made him aware that 'Right 4' in the Codes of Practice for Victims outlines that a victim has the right "to be referred to services that support victims and have services and support tailored to your needs" (Ministry of Justice, 2021, p. 15). I recommended that he get in touch with a support service called Victim Support. This service is there to help at the time an incident has taken place or at any time since the incident has happened. They can offer support in numerous ways, for example, emotionally, practically, family support and provide helpful information (Victim Support, 2021).

After giving his witness statement the male has then been made aware, he can also give a Victim Personal Statement (VPS). This is a right for the victim under 'Right 7' of the Codes of Practice for Victims. I explained that it would allow him to describe the effect that the incident had on him and how it has affected him physically or emotionally, if it had made him feel vulnerable or intimidated, if he was worried about the defendant being given bail or anything else that he thinks might be helpful. The VPS is an important process as it allows the victim to have a voice within the criminal justice process, as it helps others to understand how the crime has affected them (Crown Prosecution Service, 2018). The statement is taken into consideration by the judge or magistrate when a sentence is being decided for the defendant and they also aid the service providers in considering any further support the victim or their family might need (Ministry of Justice, 2021, p. 21). I have also contacted the Witness Care Unit (WCU), to provide witness care officer contact details to the victim. The WCO will be able to provide support and information to the victim, which are tailored to his needs. The support from the WCO will allow the victim to feel better supported and more confident to help support the prosecution process (College of Policing, 2021).

As police officers we have policing values that we must work with and underpins all that we do. One of those is 'Public Service'. This means that we have a responsibility to ensure that we act in the best interests of society as a whole. Improving the safety and well-being of the public (College of Policing, 2021). In this incident by listening to the victim, I have been able to understand how the racial abuse is affecting his well-being. Due to this, I have realised that it would be in the best interests of the victim for him to receive support from other agencies.

A second incident, in which I have been able to reflect on my responsibilities and procedures in line with the victim codes of practice, is about a possible cuckooing victim.

Whilst on duty we have been called to a female (who will be referred to as JANE) who had received angry voice message from her partner's cousin, telling her to leave the flat that she was staying in before he came round. She believed this to be a threat, so we have attended to check on her well-being. When attending the story emerges that JANE had moved into her partner's flat a short time ago. She has then moved her ex-partner and a male friend into the flat as well. We have called the partner (who will be referred to as JOHN) to speak with him, to gain more information on the incident. As a police officer we must show that we are acting in an unprejudiced, fair, and objective manner. This is to show to members of the public that we are being impartial while carrying out our investigations (College of Policing, 2021).

I have wanted to gain more information from JOHN, as this would help my understanding of the situation. In speaking with JOHN over the phone he has said that the situation is making him feel uncomfortable and has led to him sleeping in a bus stop overnight. We have asked JOHN to attend our location to speak to us further. When JOHN has arrived and I have spoken to him, it was clear that he suffers from learning difficulties. I have completed a person check on JOHN which confirms this and that he is classed as a vulnerable adult. The check also provided us with information regarding an appropriate adult (AA) that has been of help previously. This person was contacted and asked to attend. Under 'Right 1' of the Victim's Code a victim has the right "to be able to understand and to be understood" (Ministry of Justice, 2021, p. 12).

JOHN was not being detained or suspected of committing an offence but having an AA present would aid us in making sure that JOHN understood what was happening and to make sure that he was being treated fairly and with respect. Research has shown that support from appropriate adults has led to vulnerable adults showing improvements to their mental health, emotional well-being, personal dignity, and freedom from abuse (National Appropriate Adult Network, 2018).

On speaking with JOHN alongside his AA, it is apparent that JANE has taken advantage of him to move in and subsequently move her ex-partner and male friend in. It was also said that they had been buying and using cannabis in the property as well. At this point our main priority was for the safeguarding of JOHN because due to his learning difficulties, he might not be able to understand what was happening to him was wrong (Mencap, no date).

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

(Department of Health & Social Care, 2021)

In this instance, all JOHN wanted was to have his property back and for JANE and the other males to take their things and leave. After explaining the situation to JANE, that she will need to move her possessions out, she has stated that she has a 'safe place' to stay. We have helped her remove her possessions, along with the possessions of the two other males. We have taken the key to the property from JANE, explained that it is JOHN's property, and she has caused him distress and annoyance by making him sleep in a bus stop overnight. We have warned her that if she returns and carries out similar behaviour, she could be served

with an injunction under Part 1 (*Anti-Social Behaviour, Crime and Policing Act 2014*). This would be to restrict her entering the property and causing further “harassment, alarm or distress to any person”, or carry out behaviour “capable of causing nuisance or annoyance to a person in relation to that person’s occupation of residential premises”.

Although no offences had been committed in this instance, it was a situation that with time could have escalated, making it worse for JOHN. Having been involved in this incident, the risks to JOHN have been made aware to the police. With these risks creating a safeguarding concern, I have completed a Public Protection Notice (PPN) for JOHN. “A PPN is an information sharing document which allows officers to record safeguarding concerns when identified” (South Wales Police, 2021). This information was then passed on to partner agencies for their information and possible further action. Having multiple agencies aware of important information related to the safeguarding of vulnerable people is key. Multiple agencies working together allow for the “early and effective identification of risk to vulnerable people” which allows them to prevent the risks from escalating. The co-operation of these partners working alongside one another can improve the sharing of information, decision making and the relevant actions (Department of Health and Social Care, 2014).

This incident has allowed me to develop my understanding of what steps are needed when dealing with certain types of victims. I feel that with future similar incidents I can be confident that I know the procedures that need to be involved and completed, for the best interests of the victim.

While on duty I am always aware that I need to be acting and displaying behaviour in accordance with the core policing values set out in College of Policing (2021). These values outline and guide how we work, day to day. The four policing values are integrity, impartiality, public service, and transparency. Reflecting on my performance I feel I have upheld the policing values, as I have been able to build on the trust and confidence between myself and the people involved in these incidents, that officers will do the right thing. In the second incident, even though the report was from the female, it was in fact the male that was at risk of being a victim. The right thing was to act on his safeguarding issues to minimise the risk of harm. According to Jackson and Sunshine (2007, p 221) for the police to instil confidence into the public, they must treat the public “with dignity and fairness”. I have still treated JANE with dignity and fairness, as there were no further actions to be taken against her this time, and she was assisted to her ‘safe place’ of accommodation. In doing this it has created the best possible outcome for both JOHN and JANE and myself and my colleagues have taken personal responsibility in dealing with it. This falls in line with the value of ‘Public Service’ from College of Policing (2021).

I believed I acted in an unprejudiced, fair, and objective manner to resolve the incidents and have viewed each side equally. I have also been transparent by being open and honest with all persons involved regarding my actions and decisions and have acted in the best interests of the public.

The policing values, as well as everything action and decision made by the police, is all underpinned by the Code of Ethics and the Code of Practice for Victims. Justice Minister Argar (2019, quoted in Ministry of Justice, 2019) states that

“being a victim of crime can be life changing, and how people are subsequently treated within the justice system, can make a huge difference in helping them recover”.

With this in mind, it is the responsibility of the police to have the victim's best interests at mind throughout. It is vitally important to cater for the needs of the victims and build a trust between them and the police force, so that the public feel confident to report crimes and support prosecution and feel supported by the police and other agencies.

Word Count: 2,277

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:

The National Decision Model (NDM) is used by all police officers in every decision that they make. It provides the officers “a framework in which decisions can be examined and challenged, both at the time and after an incident” (College of Policing, 2014). At the centre of the model are the Code of Ethics, which underlines the officer’s actions and behaviour. Around the outside of the model of the Code of Ethics, are the five other elements. ‘Gather Information and Intelligence’, ‘Assess Threat and Risk and Develop a Working Strategy’, ‘Consider Powers and Policies’, ‘Identify Options and Contingencies’ and ‘Take Action and Review’. Using the NDM, should allow officers to make the best decisions possible to protect and serve the community, with integrity and with the ability to rationalise the decisions made by following the six vital elements. Each step of the model will be discussed further at various stages of the following incident, as it delves into the decisions I made and why.

Discretion can be defined as the “the right to choose something, or to choose to do something, according to what seems most suitable in a particular situation” (Cambridge Dictionary, 2021). According to Scarman, (1981, quoted in Bryant and Bryant, 2020, p. 78) “Discretion is the art of suiting action to particular circumstance”. Policing is carried out in the interest of the public and to build a positive relationship with the public. Officers are to make their own decision at each incident whether a subject is to be arrested and charged, or, dealt with using an Out Of Court Disposal (OCD). An OCD offers officers a way of dealing with offenders of low harm, low to moderate risk, by using alternative means to court prosecutions. Examples of these are a caution/youth caution, Restorative Justice (RJ), early intervention

options, cannabis warnings (if 18 years of age or over), penalty notice for disorder (PND) (if 18 years of age or over), community resolution or a conditional caution/youth conditional caution (National Police Chief's Council, 2017, p. 8). These alternative methods of disposal, as opposed to court prosecutions, have shown to be effective in reducing harm, reoffending, and sustaining confidence and satisfaction within victims (Neyroud, 2018, p. 27). If the offender is under 18 years of age, and has already received an OOCd, they are to be referred to the Youth Offending Team (YOT), to determine which OOCd would be sufficient this time around.

The following incident reflects on an incident where I have been able to utilise police discretion and process the individual using an out of court disposal, rather than arresting and sending the youth through the courts system for the first time.

At the start of a shift, our team had received intelligence that a specific young male was frequenting the city centre, with the intention of supplying drugs. This male is a well-known figure and has had multiple interactions with the police force. During the shift we were on the continuous look-out for this male and have been advised that should officers deem to have reasonable grounds for suspecting that a person is in possession of a controlled drug, a stop search is required. Whilst we were in the police van driving back to the station a taxi driver has pulled over and caught our attention by repeatedly sounding his horn. At this point three young males exit from the taxi and stand on the pavement at the side of the road. One of these males is the individual that we were looking for.

As officers have approached the three males, there was a strong, pungent odour of cannabis. At this point of the incident, I have thought about the different stages of the NDM and decided to work through each stage to assist in resolving the incident.

I first thought about what information I have already and what further information I wanted or needed to progress. We have already been advised that if officers were to spot the identified youth, then a stop search is authorised, as there is intelligence to say he had been involved with the supply of drugs, specifically class B cannabis. Supporting information we have, is that of the odour of cannabis with the three males. The smell of cannabis alone is not referenced within Section 23(2) of the Misuse of Drugs Act 1971 or Police and Criminal Evidence Act (PACE) 1984 Code A, as reasonable grounds for a stop search and, that it suggests it is not good practice to base a search on a single factor such as this (College of Policing, 2021). I have also taken into consideration the behaviour of all involved. The taxi driver alerting us to the males who have all been in close proximity within the taxi, has raised suspicion immediately and with the previous intelligence provided, I believe there were reasonable grounds to suspect that one, or all of the males would be in possession of a controlled substance and that I could personally justify this if need be.

Secondly, I have assessed the threat and risk and thought about developing a working strategy. I have wanted to seek further information to start as I have not dealt with these males before. To do this I have obtained their details and put each one of them through a NICHE search using my mobile device. There were no results for warning markers relating to violence, assault of police or weapons. Due to this and the compliant behaviour up to this point, I have identified a low threat and risk of harm to myself, my colleague and each other. At this stage it was appropriate for just the police to deal with, as even though two of the males were under 18, we did not need an appropriate adult at this stage. The aim of this stop was to confirm or negate that the males were in possession of cannabis and if they are

involved in the supplying of the substance. The actions to be taken were with an outcome to resolve the situation in the most appropriate way possible, for all parties. I have asked for assistance from two of my colleagues, which would provide us with support as, at this time, there were two officers and three persons detained. This increases the safety for officers as we are not outnumbered.

After the assessment stage, I have considered my powers and policies available to me. At this stage with the information and intelligence available, it was clear I had the power to detain, handcuff and search the males and seize anything found that appears to be evidence of an offence, under Section 23 (*Misuse of Drugs Act 1971*), as I have “reasonable grounds to suspect that any person is in possession of a controlled drug in contravention of this act”. Before carrying out the search on the males, to comply with Section 2(2) & 2(3) (*PACE 1984*), I have brought to their attention my name, the station to which I am attached, the object and grounds for the search and the time for which they are detained for the search to be reasonably conducted.

On making the search, only one male was found to be in possession of a controlled substance, cannabis. It was at this point I have arrested and cautioned him for this offence and seized the substance. The two other males were not in possession of a controlled substance. The procedure for obtaining a copy of the search record was explained to all and they were moved on, to allow us to resolve the offence at hand. By using my power governed by PACE Code G to arrest the male and use reasonable force, I have interfered with his right to liberty and security under Article 5 of the European Convention on Human Rights (ECHR) (Home Office, 2012). These actions are justified as under Section 24(3)(a) (*PACE 1984*) “If an offence has been committed, a constable may arrest without a warrant – anyone who is guilty of the offence”. I have made sure to carry out this process with clear reasonable grounds, I am able to justify the decisions I have made and that the proper procedures have been followed. The nature of the interference is proportional to the investigation, all options were considered, and the methods used were necessary. All these factors combined, has made the interference with Article 5 lawful (College of Policing, 2020).

The next stage in the NDM is to identify options and contingencies. By speaking with the youth and looking at recent messages on his phone, with his consent, it was clear that the male was not in possession with intent to supply. So, I have thought about the options available regarding the offence of simple possession. These were to continue with the arrest and start prosecution procedures or use our discretion by dealing with the offence by way of a community resolution or be referred to the YOT to determine which OOC would be sufficient. Due to the male’s age, we were unable to resolve this with a cannabis warning or a PND. There was no immediate threat and as this was early on in our shift, there were enough team resources which allowed us the time to resolve this offence without rushing. I have decided to use my discretion to resolve this incident and offer the male a Youth Caution as outlined in Section 66ZA (*Crime and Disorder Act 1998*). Due to this being his first OOC, I did not have to refer him to the YOT for an assessment prior to this being given (College of Policing, 2020). The contingency for this incident, would have been, if the male decided to change his mind and choose not to admit to the offence committed, arrest and custody proceedings would be carried out. This is because one of the conditions that needs to be satisfied for a Youth Caution is that the offender admits the offence. The two other conditions are that I believe there is sufficient evidence to charge for this offence and I do not consider

that the male should be prosecuted or given a conditional caution (Section 66ZA (*Crime and Disorder Act 1998*)).

The final stage of the NDM is 'Action and Review'. I have started the process for the Youth Caution by contacting the male's appropriate adult (AA). This person was a female supported living care worker, at the male's accommodation. She was needed to be present when the caution is given, so we have conveyed the male to this address. To follow the correct process for the caution, the specific offence that was committed and the effects of the Youth caution were explained in detail to the offender and AA. It was highlighted that the caution remains on a youth's criminal record, but that it is considered "spent" when administered and will only appear on an enhanced criminal record check e.g., Disclosure and Barring Service (DBS) (Youth Justice Legal Centre, 2021). The admission of guilt by the offender needed to be recorded, so this was recorded on my body worn camera in the presence of the AA and a statement was written in my Electronic Pocket Notebook (EPNB), which was signed by all three parties. Once it was confirmed that the offender and AA understood the process and the effects, we have left and returned to the police station.

Section 66ZB (*Crime and Disorder Act 1998*) states "If a constable gives a youth caution to a person, the constable must as soon as practicable refer the person to a youth offending team". This was completed at the station and all relevant information regarding the incident was sent to the YOT, who then will assess the offender and if appropriate, arrange for them to participate in a rehabilitation programme.

I believe the decision to discretion in this instance and utilise a caution instead of criminal proceedings will be more beneficial to the youth offender. This was his first offence and as an officer I want to try and build a positive relationship between the community and the police force. If he was to be taken into custody for this offence, he would be more likely to reoffend. Statistics from Ministry of Justice (2021, p. 67) show that the re-offending rate in the year ending December 2018, in youths after a youth caution was 26.7%. This was much lower than the re-offending rate of youths released from custody, which was 65.2% for the same year. Using my discretion with an OOC and providing advice and support from the police and the YOT, can help change the offender's behaviour and avoid a more serious criminal record. Having a criminal record at a young age can cause issues at home, academically, in work and further on in their life (knowcannabis, no date).

Due to the male agreeing to the OOC and admitting to the offence, there has been no requirement for an investigation. Nonetheless, similar to Section 1 Code of Practice (*Criminal Procedure and Investigations Act 1996*), all the information obtained throughout the course of this incident, which is relevant, has been recorded and retained. The searches were recorded on body worn and by stop search forms on our mobile devices. The admission of guilt was also recorded on body worn and written statements for the youth caution were signed using my EPNB device. All details of those involved were recorded and uploaded to the incident, so if a similar were to occur, officers would have more information to consider when applying the NDM.

On reflection of this incident, there are areas that I could improve on. If I were to deal with it again, I would not be so quick to handcuff the youth for searching, as he was displaying compliant behaviour and causing no issues. This time it did not have a negative effect, but it had the potential to escalate the situation, as it could have made him non-compliant. I feel my policing values were effectively engaged throughout this incident, treating the males that

were stopped with fairness and respect. I do not believe that my conscious bias had an impact on any of the decisions that I made. All the decisions I made were through utilising the NDM and resolving the incident with what I believe was the best outcome for the offender and officers. If decisions are thought about before being made, rather than deciding immediately, unconscious bias should have less of an effect.

Resolving the incident in the manner it was, I feel was the most appropriate. Using the NDM has allowed me to think through the options and decide on a disposal that hopefully shows to the community that police are open to taking positive action and build relationships in the community. Building rapport, explaining actions and decisions in a friendly manner – can improve the quality of interactions between the police and the public, and so help to build positive and respectful relationships and perceptions (HMICFRS, 2017).

Word Count: 2,498

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
I would like to improve my assertiveness when talking with members of the public.	It will be achieved by further exposure. Taking the lead at incidents involving conflict will give me the exposure I need to improve my confidence and assertiveness in this area.	This is an area that I will need to develop by myself, actively engaging with the public. Even though I am out of my tutorship, my colleagues are still happy to give feedback, which will help with my progress.	I hope to improve on my assertiveness with every interaction with the public and believe that it comes with the experience. By the end of my first year, I feel I will be fully confident in this area.
Building case files on NICHE.	Again, this is an area that will develop with experience and use. Regularly carrying out my workload will allow me to improve my efficiency when creating and completing case files. Being exposed to different calls will give me a variety of ways that the files are built, which will benefit me.	My tutor initially would show me how things are done. He then let me take over and complete the files with support. Now I am out of my tutorship my colleagues in my team are still helpful and provide support.	The way that case files are built on NICHE changes from time to time, so I feel that there isn't a definitive timeline for this to be completed. I am confident with the support I have received at this time but will continually developing this area over my career.

Property search under S.32 or S.18 PACE.	So far in my career I have not been able to complete a property search after arrest. To be fully signed off this needs to be completed. It will be achieved by communicating with other officers to find one that I can take part in. Searching a property for possible key evidence is a key skill, which I need to develop.	Colleagues on my team and outside of my station can provide support by allowing me to partake in a search if need be. They will be able to provide guidance on how it should be done.	I need to work towards this before the end of my first year as a constable
Solo interview of suspect.	I have carried out one interview so far in my career which I have led, but has been alongside a colleague, who has assisted me. To be able to achieve completing a solo interview I need to conduct one or two more with assistance first to have the confidence at carrying one out individually.	My colleagues can support me with this, providing guidance and tips at interviewing suspects.	I hope to carry out an independent interview of a suspect before the end of my first year in my career.

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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: Jake Smith (Learner, Electronic signature or type name)

Date: 30/12/2021