

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent 1000 words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

To begin this task, I will consider the definitions of stress and resilience. Scott (2022) describes stress as a heightened bodily reaction that can negatively affect parts of the body and mind. Stress can be pre-perceived such as the anxiety before a job interview, or it can be in direct response to the immediate environment, such as reacting to being chased by a dangerous animal. Whereas Cherry (2022) notes that resilience refers to the management of one's own response to stress, and how we can quickly pick ourselves back up after dealing with stress.

Reflecting on my experience of stress during my six months of training and since being attested as a police constable, I can relate to times that I have experienced stress and in turn, a test of my resilience regarding stress. During training, we had practicals and examinations to demonstrate our knowledge and skills. I was often worried about the opinion of others and about working with others, having come out of a very traumatic past. I also doubted my ability to succeed having dyslexia and the aftermath of coming out mental health, that could at times effect my reading, thinking, speech and resilience. This caused me great stress and sadness, to the point that I felt like giving up as I didn't feel deserving of my position. I felt the weight of responsibility to give my best to others that I felt protective over. I felt like I was standing in my own way. I could possibly let others down due to my inabilities and that crushed me and caused enormous amounts of stress and doubts in my resilience.

Without realising it, I used my own personal version of an internal Gibbs Reflective Model, by reflecting on my thoughts and feelings and thinking about what I could do to improve my situation next time. Just as Ruby (2018) states, this involved thinking about what worked and what didn't and

what new actions I could take in the future. I realised from this that I had to face my pride and open up and talk to others about my struggles, and gain support and advice from my tutors about how to have confidence despite feeling like I was failing. Through talking I also gained more support and advice for my dyslexia. As a result, I found reflection to be very beneficial for my stress levels and resilience.

Furthermore, regarding reflection, it wasn't until I attended a significant emergency graded domestic abuse call in my first week that I could reflect that all my experience and trauma could be useful to protect and hold up another. I was able to give all of myself in empathy, nurturing and positive action through arrest and the purposeful aftercare of a very distressed victim. By providing my understanding and support, I witnessed the victims feelings of shock and distress turn into calmness, relief and safety after our interaction. I could not believe that every thought or emotion I had experienced was so relevant to everything I needed to give and understand in another, and I knew suffering needed to be handled delicately unlike I had received from the police or others around me previously. With compassion and care I was able to be the first point of healing in another's life right where their trauma was just beginning for them. Using the reflective cycle, I grew resilience knowing my inner pain could now be purposeful as I had used it in a new positive way that greatly benefited others, and I could now view my thoughts and feelings in a new perspective that maybe it was fate to experience my own trauma so that I could now help others too.

In comparison to using self reflection and gaining help from others, I compare how I have found exercise to be a greater asset to my management of stress and resilience. Particularly when I combine exercise with a goal such as a walking step target, not only do I experience the physical benefits of exercise such as a release of endorphins and an improvement in fitness, I also fuel my mental levels of general motivation and a sense of achievement in myself which also makes me feel good and empowered to be able to take on other things and to live in the moment. Additionally I build resilience through exercise when I engage in activities that feed my soul and whereby I can express myself outside of my other roles such as being a mum and all of my other responsibilities such as running a home and working. When I walk I return to myself. Supporting this "physical activity also has important benefits for mental health, improves self-esteem, emotional control and psychological resilience" (Faust and Morin, 2021, p.2).

Furthermore, to my steps target. I use mindfulness whereby I take in the sights, sounds, smells and textures of nature which help me to remain in the moment, forget my struggles for a while and engage positively with my surroundings. Research by (Lake and MacHale, 2021, p 1-3) supports that mindfulness can help with resilience against the mental torment and stress of struggling with learning difficulties and thus, mindfulness can provide the peace and encouragement to stay in the moment rather than worrying about past, present and future internal struggles.

In conclusion, when I reflect on the practice of exercise to help with stress management and resilience building, I can see that there are limitations in terms of my availability to engage in this activity. I can't always maximise the full results of exercise when I can only do it so many times a week. Additionally having young children, I can be limited for how long we can walk, where we can walk and the weather conditions can also interrupt this too. On the other side of the coin, in self-reflection I could also see when I have more availability to exercise especially running, I started to engage too much in this activity which also contributed to mental and physical exhaustion and some mild injuries, which subsequently increased my stress response and lowered my resilience. Taking from this I learnt that moderation is key and although I love running, I can see it is better to do more long-distance walks and just a few running sessions to sustain the positive impact of exercise, so that it is just as effective as using self-reflection, meditation and gaining help from others.

Word count – 1,075

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.

Reflecting upon your incident evaluate the theories and models underpinning conflict models in policing.

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

ANSWER:

To begin this task, I'm going to look into the meaning of conflict. Conflict can be described by Doyle (2020) as a clash in ideas, opinions and behaviour which can give rise to a verbal disagreement or physical altercation against another person. Conflict can be a natural way of life and can be dealt with dynamically and positively. Conflict within reason, can be important for the freedom of expression, and to bring growth in many areas of life when contrasting ideas are shared.

Police officers often deal with conflict daily. Police officers have to progress through stages in conflict management before using more extreme measures against conflict such as tactical communications before using reasonable force on a person. Firstly 'office presence, communication skills and active listening' before force is used as supported by (Barry et al, 2021, p360).

If there needs to be an escalation in response to conflict this has to be explained thoroughly by the decision making governing the actions taken by the officer. The decision to raise a

response to conflict has to be ethical, proportionate and reasonable to the circumstance involving where it is and who is there according to (Barry et al, 2021, p360).

The incident I'm going to evaluate in relation to conflict theories, models whilst valuing difference and inclusion, will be in relation to a female offender with sensory sensitivities of whom I carried out a stop and search on and then assisted in conflict management at custody on a two to one arrangement due to her sleep apnea condition and her level of self harm risk.

In a summary during this incident, whilst attempting to carry out a stop and search, the female immediately began resist the officers tactical communications by verbally abusing us and physically resisting the search. Additionally, at custody the conflict continued as the female demonstrated contempt and hostility for the police in her aggressive actions and words that stated she deliberately wanted to hurt the police officers present and their station, their vehicles and their families. The other police officer and I present wanted to keep the female safe from self-harming herself or injuring other officers present.

From the beginning of this incident, myself and other officers had attended the location whereby a female was acting suspiciously around cars. We began with tactical communications which were met with a refusal to listen and then verbal abuse and a refusal to stop for us to search her. Once a stop and search under section one of the Police and Criminal Evidence act 1984 was attempted, the female started to get verbally abusive and attempted to self-harm. The first protocol to deal with conflict is tactical communications. I asked the female to listen to the explanation of the search to reassure her of why we had to carry out a search. I asked the female to stay with us and to stay still and to put the object down that was being used to self-harm. I was calm yet assertive, and I used active listening

to attempt to calm the situation, but the females aggression was worsening and she was refusing to be compliant.

Tactical communication is an important first step towards building bridges with others and managing conflict before more extreme measures are taken. As the Police Charter (2014) states, tactical communication can provide 'greater officer safety, situation control and reduced excessive force.'

Furthermore, a strong foundation of trust and connection already needs to be in place for tactical communication to work well. A large part of the effectiveness of tactical communication comes from the level and quality of community engagement, and genuine empathy that the police show its community. Empathy comes from being fully in the moment and observing the emotions and behaviour of others, and beyond verbal signs of empathy, there also needs to positive cues in body language to show care and understanding of another as stated by (Kilgallon and Wright, 2022, part 1).

In the incident with the female offender I worked with had expressed many times that 'the police are corrupt, I don't care about anything', showed that at some point the female had a negative experience with the police and had lost trust in the police. Subsequently and evidently, tactical communication was of little benefit overall in conflict management as there was no rapport or foundation to begin with. However, in one small incident the benefits of tactical communication were present whereby I spoke gently and explained calmly what behaviour we needed to see in custody for the handcuffs to be removed. Over the firmness of other officers and custody staff, this gentle approach reached the female and calmed her down almost instantly and we were able to get to the stage of removing handcuffs in custody. Still, once the female's behaviour heightened and escalated to a point, no amount of gentle talking was appropriate at that point, and it was only met with verbal abuse and hostility. In this incident when I reflected on my conflict management, I had to judge it moment by

moment, and adjust to the level of the females aggression and immediacy of action we needed to take any given time.

In addition to my own critical thinking and problem solving, I have also used The National Decision Model. This model is key during unpredictable incidents, and it can be used by everyone in the police force on the frontline, when it comes to making challenging decisions. The first step of the model I used was gathering information from the control room, and my tutor so that I had some prior knowledge to risk assess the female's flags and warning markers before attending the incident. The female had warning markers of assaulting emergency workers through violence and spitting. Following this information, I could assess the threat and risk and develop a working strategy. Which made me aware that the female was unpredictable and that she could attack us. So, I kept a close eye on the females' words, particularly her verbal threats to assault, and her actions to adjust my response accordingly. Next, I considered my powers and policies and I carried out a section one search of the Police and Criminal Evidence Act 1984.

I was mindful to carry out my search carefully with the knowledge and risk assessment ready to expect conflict to occur. Using the National Decision Model as part of conflict management was effective, because as soon the female started making spitting noises in her mouth, we were quickly ready to apply the spit hood to protect myself and other officers from getting assaulted.

In the next stage of the model, I was able to consider what powers and policy I could use when up against conflict. Which was my use of force powers to use handcuffs and restraint to prevent the female from self-harming and assaulting officers who were at the scene. To prevent conflict, I could use my stop and search power to search for any sharp items, any dangerous items, any weapons, or anything that could potentially be used in conflict. To immediately eliminate the risk of conflict developing when it can be avoided.

The National Decision Model not only helps us respond to conflict and reflect on conflict, but also helps us as police officers to prepare for conflict and to avoid conflict before it begins. Therefore, this model is very useful, practical and relevant to conflict models in policing. Without this model being carried out, conflict situation would increase, there would be more risk involved and our means of dealing with conflict would never change without reflecting on our actions and the subsequent effect that has on the actions of others. By using the reflection element of the model I was able to reflect that tactical communications can work when risk assessed, however use of force is effective against aggressive behaviour which can harm oneself or another.

Next I will investigate other theories and models of conflict management when tactical communication fails. The Five Step Appeal Model is vital to this incident involving conflict as I was able to utilise this to encourage cooperation while conflict was occurring inside the custody cell. Firstly I used my tactical communications by speaking gently and explaining slowly and calmly to the female that she needed to listen and cooperate with officers as we was there to help her and I was able to encourage her through by increasing her understanding, that once she cooperated with her we could reduce the physical restraints of handcuffs and fast straps from her legs. This approach worked well as I could see previously that raised and assertive tones were only antagonising the female and worsening the conflict between her and officers.

This model proved to calm the female down significantly meaning that we were able to have a large gap in time where we could ease off our use force of force by means of restraint, hand cuffs and legs straps and avoid assaults such as spitting, kicking and punching after we were reaching an exhaustion point and being continually assaulted. This also gave the female time to relax from conflict, both emotionally and physically, which is very important

to avoid her escalating to the possibility of having Acute Behavioural Disorder which could be life threatening.

Additionally I had suspected that the female may have had sensory sensitivities due to her sensitivity with textures and lighting in the custody cell, therefore using the Five Step Appeal Model I was able to adapt my response to conflict to meet her individual sensory needs such as offering to dim the lights in the custody cell and draw on a model which provides a gentle approach to dealing with conflict. While this model was very beneficial to dealing with conflict, it was only practical and useful on one occasion, as it did not work once the females levels of aggression were very high. The female verbally expressed a hatred towards the police and she was adamant that she wanted to physically hurt an officer out of anger towards the police and his anger was intensified by her sensory difficulties, so it was important to consider the last part of the model at that point by using the last part of the model, which is physical force as reinforced by (The College of Policing, 2020). Additionally, when a model was no longer working to ease and solve conflict, I was flexible to consider implementing another model which was more relevant to the circumstances.

Furthermore, Emsing et al (2020) refers to a Galtung model of conflict, emphasising the importance that conflict can be intentional or unintentional depending on the involved internal elements that make up a person's psychology and biology. In the incident I dealt with, the females sensory difficulties worsened her aggression and I had to be mindful of this and deal with the conflict professionally using conflict models, without taking it personal especially when I was assaulted by her a few times.

Finally, The LEAPS model allowed me to validate the experience that the female was going through and give her space to speak about anything that she needed to share to help officers and custody staff adapt to her needs, to minimise her discomfort and in turn conflict. This conflict model is important to give the female a voice and sense of control in her own

right. This builds cooperation and can help to ease conflict while conflict is at a low level and not a large risk to others as shared by the (College of Policing, 2020).

In conclusion, all the models that I have considered in this task play a significant role in dealing with conflict. However, the timing, context and level of conflict has to be considered and constantly monitored. Whilst integrating conflict models, circumstances can change at any given moment if conflict escalates and becomes dangerous or harmful towards police officers and the public. I have learnt as a police officer to remain alert and to adapt to the individuals response, and what behaviour and verbal threats they are expressing. I remain opened minded when applying models to deal with conflict and I constantly analyse when a softer or firmer approach is needed. I conclude that all the conflict models that I have considered in this task are vital to policing and play a role in handling different levels of conflict.

Word count - 2,067

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 discuss a policing incident that you have attended and critically explore how you dealt with competing issues law, social issues, culture and language.

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.

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

ANSWER:

The policing incident I will critically discuss here will be regarding how I dealt with hate crime, focusing on verbal racial abuse as part of a domestic abuse and stalking case I worked on. During the first interaction I attended the victims mothers house to take a witness statement regarding the abuse and stalking her daughter was experiencing. The mother explained to me that herself and her daughter had been on the receiving end of racial abuse from the daughters ex partner by name calling being shouted at them while the daughters ex partner would turn up uninvited at her daughters or mothers home.

Racial abuse can be defined as “An incident or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion or nationality, and a racist incident is any incident that is perceived to be racist by the victim or any other person” as stated by the University of Cambridge (2022).

My first natural response in dealing with this incident was showing my acceptance of the differences in others such as race and religion, demonstrating my care, attentiveness and openness while working with other cultures in the community. While taking the witness statement I was expressing my active listening skills through supportive body language and expressing my care and concern regarding what was happening. I devoted the same effort and care as I would towards any other race. Demonstrating equal respect, proactivity and compassion as I would towards any other culture or race. Through empathy I showed active listening and paraphrased what was being said to me.

I was standing by my own values, character and morals to be open and inclusive of all I come into contact with. In this example I was without knowing upholding the code of ethics which emphasizes respect, integrity and fairness. While I live by these values, the importance of the code of ethics is to remind police officers to uphold these values even when it is tough or when someone is particularly vulnerable such as someone experiencing racial abuse.

It's never sat well with me the thought that anyone due to their race, could feel ignored, less than or judged. It inspires me even more so to apply the code of ethics and uphold an individuals human rights. I feel protective and proactive everyday towards supporting equality and diversity. I have a deep respect and admiration for different races, as I see their struggles and turmoil as also having strength and character beyond what others may experience. I may not ever know the full extent of anothers experience and emotions and I would be wrong to assume so, but I can try to understand with all I've got and I can stand by different races and uphold their equal rights and I can be proud to be accepting of the value different races add to our community.

As I critically assess how my knowledge and application the code of ethics and human rights effects my practice at work, I see that I am inspired to work harder and feel a sense

of great pride. In this policing incident I also wrote the interview. I devoted hours to this, I believe it was four hours in total as I recognised the offence to be serious and so very damaging when racially abusive in nature. My heart and care went into this interview, and it was very thorough and well thought out to cover all areas of the offence. In some ways I felt it was my expression of a protectiveness, drive and acceptance for other races and differences in people. I felt incredibly proud to stand up for another race that was different to mine. I saw it as adding back, against the times when other races have felt their rights and values were taken away by my race. The shame and sadness for how my race can treat others throughout history and sometimes in the present times, inspires me everyday to give back to other races whether that's by a positive interaction or supporting other races in policing matters. I believe all experiences add up and make a difference.

As a police officer even more so, as we are noticed in the community, and our actions matter, so our positive actions can also be very impactful and leave lasting effects on others. However I critically consider that these positive actions have to be consistent in order to reach all members of the community. Especially as trust can take time to build and one negative interaction can spoil the progress made. When I consider my application of my personal values, code of ethics and human rights I always remember that I have to keep earning the respect, following and trust of others. Especially when there are culturally sensitive issues in other races who may naturally distrust others, especially the police.

The Code of Ethics upholds a consistent target of the highest professional standards of behaviour whilst interacting with police staff and member of the public. During this incident I was always conscious of my own behaviour and I reflected upon my qualities. In particular, guiding my responses and actions towards being open, fair and respectful. I made sure I was open to new opinions, I was fair to commit the same effort towards the investigation

and I was respectful to seek understanding of how racial abuse can impact the lives of others.

When I consider Gwent Police's values particularly compassion, I reflect on the distress and separation other races may have felt and I feel a sense of their injustice through empathy and motivation to reach others who feel discredited and abandoned. I move beyond those thoughts and feelings and I use my actions to improve the rift and opposition between races by choosing to reach out and leave a positive mark on others. I recognise that all races have the right to be heard and supported by the law during crisis and wrongdoings. I make myself available to listening and I commit to trying to understand new ways of getting to know others. While I took a witness statement from the mother I was listening to her experience and how racial abuse had affected them and brought them down, her daughter even becoming a shell of herself which showed the seriously damaging and destructive effect that racial abuse could have on another. Through this information my empathy deepened and I gave the mother the support and encouragement to speak freely as I was present and caring whilst she shared with me her experience. We were able to connect very well and this interaction was very meaningful to me as it was both healing as I validated and supported her experience.

I also showed an understanding as I had also experienced similar offences of domestic abuse and stalking before joining the police and I could sense her relief that someone else felt the true magnitude of the experience on the whole family. It was an exchange whereby our race did not separate us in the slightest. Rather our shared experiences and my acceptance, respect and openness overcome any separating factors between us. It remains a special memory to my early policing training. An interaction that will stay with both of us I believe as we got on greatly and positively with a shared knowing.

I believe had I approached it differently, the mother would not have opened up to me or disclosed all of the offences that she did. I recognise that it is vital due to every interaction to put my best self forward in order to earn trust and belief in others. It only takes a moment to lose trust and so I highly respect that every moment in policing matters. While there are mistakes that happen, time constraints, professionalism and times needed for sternness, there is also great opportunities to express empathy, concern and support in policing which is something that will always stay with a person. Remembering that someone cared and was there for them and fully present in their time of need.

To explore this further, the Human Rights Act 1988 stands for the fair treatment and rights of all people within a community. In reference to this incident the competing issue of racial abuse against another, meant that I could rely on the Human Rights Act to back up the individuals rights such as “Article 6 - the right to a fair trial, article 9 - the right to freedom of thought, belief and religion and article 14 - the right to protection from discrimination in respect of these rights and freedoms” as stated by the Equality and Human Rights Commission (2018). This meant that I was confident and purposeful in my role as a police officer to protect another against racial abuse, having the knowledge and understanding of human rights and being able to apply them into my practice as I investigate the offence and take it seriously.

Additionally, having knowledge of human rights and the codes of effects, having an awareness of hate crimes such as racial verbal abuse, in this incident I was able to reassure the family that indeed an offence had been committed and it was going to be investigated. As research dictates that some victims of hate crime can doubt their own reality about what is happening to them and if the police can do anything to help them, as stated by the Metropolitan Police (2022). Therefore, the importance of having knowledge and an understanding can bring justice for victims of hate crime and reinforce the message that

hate crime is not acceptable in society and that the legal system can bring consequences to a perpetrators behaviour.

I recognise that the gap between the police and the community is a big factor on whether hate crimes will be reported or not. I have fostered a positive rapport with all members of the community, so that every individual I meet hopefully develops some more trust, faith and acceptance from the police service. I believe it is important to reassure the community to feel safe and secure to come forward and talk about their experiences and concerns.

In conclusion, reflecting upon my first experience of dealing with a hate crime incident, I could already grasp the significance of the crime on an individual as it attacks the very core of the person, and some factors such as their race which they were born with and cannot change. Which makes the crime very damaging, personal and senseless towards an individual. I learnt to be kind, understanding and passionate towards standing against racial abuse. I learnt that there are crimes that I do not fully understand and I have to keep listening to others experiences and grow with that knowledge, and I can only give the utmost respect and uphold my end to give my all in an investigation along with the code of ethics and human rights that every person is entitled to. It has shaped my role as a police officer to keep an awareness out for crimes that I am less aware of. It has taught me to ask questions to victims about hate crime about their experience and how it made them feel so that I understand the true impact of the crime on others. To be more confident to deal with a serious crime that has a lot of emotional impact on others.

Word count – 1,918

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

Consider your use of the National Decision Making and the Code of Ethics and review whether this impacted upon your use of discretion, and whether the outcome achieved best evidence.

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

ANSWER:

The incident I will refer to in this task, involves a female suffering with her mental health, who ended up committing an offence of common assault against her partner while staying together in a hotel room. Following an emergency graded call the police were contacted by the hotel staff following a witness in the neighbouring hotel room who had heard screaming and a verbal and physical altercation occur in the room next to them.

The National Decision Model is a way of thinking, assessing and action planning against some of the most dangerous, complex or even the simplest of crimes that a police officer can face, where still there is important decisions need to be made in respect of the welfare of others and the progression of actions taken to keep others and officers safe, and respond to crime effectively with the appropriate actions.

This method of thinking regarding the National Decision Model allows a police officer to consider what powers they can legally use against crime and disorder, what rights they have

to respect in light of others freedoms and what is the best decision to make that protects the victim as well as the safety of oneself and other officers.

Firstly, my use of the National Decision Model began with the Force Control Room providing me with information and intelligence before I attended scene. This consisted of all prior knowledge of the female such as her warning markers and her previous offence. This enabled me to have a clear idea of what I was going into before I attended the scene.

Secondly, I gathered information once on scene by talking to and getting an account from hotel staff as witnesses and the victim which enabled me to identify any offences and grasp an insight into the females behaviour, motivations and potential actions. Although I could not predict the females actions completely, this plan of action gave me something to work with while I planned my approach and risk assess my safety and those around me. As I was informed of the violent, resistant and unpredictable nature of the female.

I applied this information by moving the hotel guests away from the hotel entrance where we were standing, making them aware that they needed to leave as this was a police incident and I had already risk assessed the situation with others being dangerously close by. I kept out of the fighting arc and thus standing to the side of the female, so that I could be away from any potential punches or kicks which could make contact with me and effect the arrest I was making if the female managed to get away by causing injury or distraction if by assaulting me, as well as considering my safety and the safety of all others around me.

Additionally, going off this initial first-hand information I was able to adapt my approach by using both assertiveness and rapport building with the female, depending at her responses and the level she was at this fluctuated quickly. With this first stage of the national decision model I was able to use information to adapt my approach accordingly very early as I was mindful of considering what I already knew against what was happening as well in the moment in front of me. It was very important to use both. I would conclude that this first stage

of the model requires some degree of behaviour from my sides of things as I approach somebody in policing, but I also must make decisions quickly on the spot without planning to protect myself and others.

Therefore, the National Decision Model is useful, but it can also complement free and spontaneous thinking in response to complex or risky situations, when an officer has to be open to new information and consider what information might be missing.

Furthermore I considered my use of the code of ethics when interacting with the female. Despite her behaviour towards the victim previously and then towards myself and other police officers, I still made it a priority to remain impartial, fair, respectful and in line with Gwent Police's values of being compassionate by looking beyond the females behaviour and seeing the struggles with mental health below the surface which may have been effecting her thoughts, emotions and behaviours during that incident. When considering my implementation of the code of ethics and my forces values I could see the female as an individual with value, vulnerability and as someone who could also be perceived as a victim not just a criminal due to her history of being victimised, which she shared with officers. The code of ethics mean that I maintain a consistent approach to policing, by being professional at all times and acting with integrity and doing the right thing even against opposition, such as in this example whereby the female presented a physical struggle and verbal opposition towards police officers. The code of ethics is a principle of not taking the behaviour of others personally but seeing the bigger picture and doing the right thing at all times.

The second part of the National Decision Model which is assess risks and develop a working strategy and the third part being consider powers, policies and procedures, was a part of the process whereby I constantly reviewed the circumstances in terms of risks and adapted my approach as I went from moment to moment (The College of Policing, 2014).

For example, the female was handcuffed to the front following my arrest of the female due to her erratic behaviour. My initial risk assessment was to act quickly as the female was becoming violent and she was trying to escape. However, once the female began to use the handcuffs as a weapon to harm herself by hitting herself full force into her face. I immediately said I was not comfortable with the handcuffs in that position and that I wanted to remove them and put them to the rear position of the female behind her back. This was to minimise injury to her face and head and to protect other officers from being hit by the handcuffs as she was swinging them in front of her.

Following that I carried out a section 32 search after arrest to check the female for any items which she could use to harm herself or others, to aid her escape or to hide as evidence. During this search I was constantly observing the female for any changes in behaviour or indication of violence while I carried out the search. I kept to the side of the female to avoid any hits and kicks to myself from the female.

Part of my management of risk and working strategy was to balance my approach between reassuring the female in a calm voice and empathising with her feelings to validate her experience and build a supportive rapport with her, as well as being assertive when needed to get the female's attention to prevent her from escaping, and also being informative about what was happening next as to not take the female by surprise when she was already distressed and very tense.

I explained my arrest and my search to the female so that she knew what was happening next, to give her more of a sense of control and knowing of what was happening and how it would be carried out to prevent any fearfulness or resistance.

This approach of using the National Decision Model was already gaining best evidence because now the female was beginning to calm down and cooperate and talk about what

had happened during the assault which helped the investigation because it identified other interacting factors in the offence when the female gave her side of the incident.

Next, I considered the National Decision Models element of identifying options and contingencies to keep assessing the risk as the circumstances developed and to collaborate with other officers due to the females behaviour to minimise risk of harm to the female, officers and the hotel guests entering and exiting the hotel main entrance who were in close proximity to erratic and violent behaviour. In particular,

it took a group effort to restrain and handcuff the female and move her to the police van to take her to custody. Having considered my options, I made sure that I did not take on too much alone and teamwork allowed us to get control of the situation and minimise the risk to everyone. Making the decision to act in numbers against one individual female “proportionate, legitimate, necessary and ethical” as stated by (The College of Policing, 2014).

The last stage of the National Decision Model, take action and review what happened, enabled me to reflect back on what went well and what could be reflected on and changed in the future (The College of Policing, 2014).

The main point I learnt was to always put handcuffs to the rear of the person to keep that person and other officers safe during arrest and search of the person. Reflecting back on incidents allows me to gain more information ready for the next incident to call upon. I can also avoid repeating the same mistakes and by changing my thought process and behaviour based on experience, I can strive towards better outcomes in policing decisions in the future. I can also use this knowledge to guide others on my team.

As well as gain insight and advice from others in my teams too as part of my reflection of policing incidents. Through reviewing my input into the situation, I can grow as a police officer and commit myself to reaching a higher standard in the next incident I attend which

is in line with the Code of Ethics and my integrity to do this right thing. Our knowledge of the Code of Ethics can be improved by studying our forces own values and by studying the college of policing to look at the deeper meaning of the ethics and to take an honest reflection at ones own application of these ethics in my role as a police officer. The Code of Ethics challenge me to be the best person I can be and to make sure my thoughts, behaviour and actions are kept to the highest standards and that I should be accountable and reflect on any mistakes made.

Whereas the National Decision Model helps me as a police officer to make the best decisions fairly and legally. To risk assess everything I do and think about all of the information I have to hand or want more I potentially need and how I can obtain this, in order to make the best decisions that I can which will be effective in building trust and faith in the police as well as responding to crime and disorder effectively.

Combined the Code of Ethics and the National Decision Model work together to inspire police officers to reach their highest standard of performance and to keep themselves and members of the public safe and to build a positive and good working relationship with the community that they serve.

Word count – 1,852

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 1000 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Niche support	Through the PDU Department I have been open and honest about my struggles despite my pride. I have personally accepted that I need additional support and I am willing to commit to taking it.	PDU Department And other experienced colleagues in my station.	As soon as the next Niche refresher becomes available I have a placement.
Dyslexia support	Through my initial police training at Vantage Point I was diagnosed with Dyslexia. I had always known I struggled with information processing, short term memory, attention span and the speed of which I could read and write. However I did not know why I had struggled greatly in school and at work. This greatly impacted my future as my self esteem, worth and confidence was significantly damaged and effecting my mental health.	PDU support during my training stage. I have a PDU tutor extension to help me catch up and grow in confidence to police independently out of the tutor phase. Thriiver using my training and technology to deal with my Dyslexia during my computer work.	This is currently in action and happening presently over the next few weeks.

Self-confidence	Recognising that the problem is there and being committed to working on it with self-compassion, kindness and dedication.	Taking advice from my team and going forward being open to even more advice and guidance from the experience and knowledge from other policing staff who have faced similar challenges and listening to how they overcame struggles and built upon resilience in their police role.	This will be ongoing until the area is healed and I have built upon my confidence. However I recognise there is always room for improvement throughout the rest of my life.
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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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