



Prifysgol Cymru
Y Drindod Dewi Sant
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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 role of a constable.

Guidance:

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

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

ANSWER:

The purpose of this essay is to discuss and compare the different coping strategies used to build resilience against stresses formed as a part of response policing. This essay will first focus on defining what stress and resilience is and how it relates to policing, before detailing the coping strategies that I've used in my first six months of initial training and what I will continue to use throughout my policing career.

Harkness, K.L. and Hayden E.P. (2018, p. 1-6) argue that stress has always been a *"feature of the human condition"*, and as far back as 106 BCE the Roman philosopher and statesman Cicero believed his feelings of depression and suicidal thoughts came as a result of his *"exile from Rome and the death of his daughter"*. Cakmur, H. (2020, p. 1) goes on to explain the effects that stress can have on the body and mind, suggesting that stress can negatively impact all aspects of the body with symptoms ranging from inflammation to autoimmune disorders. As argued stress is present in every person's life to an extent, however Police Officers need to be particularly mindful of the effects of stress and how it can negatively impact both their personal and professional lives.

As a Police Constable my exposure to traumatic events is expected to be far greater than for the average UK citizen as shown by (PolFed), *"During their careers, each police officer is likely to encounter between 400 to 600 traumatic events. Most citizens will experience between three or four in their lifetime"*. As a result of these stresses, which are expected to be far greater than for the average person, it is vital that Police Officers not only find ways to reduce stress, but also build resilience.

Resilience as stated by Robinson, S. (2014, p. 1) is *"the ability to withstand, recover and/or grow in the face of stressors and changing demands"*, understanding the causes of stress and building on resilience will help to reduce the mental and physical impacts that stress can have on the body.

Dewe, P. et al. (2010, p.122) states that there are four categories in which coping behaviours fall into. The first relates to an individual's psychological state by *"forward planning and assessment of one's aspirations"*. The second is health related behaviours such as maintaining a healthy diet, exercising and sleeping, this proving to be challenging as Police Officers work on a shift pattern which results in a constantly changing sleeping pattern. The third denotes developing close friendships for social support and relaxation. And the fourth involves reducing one's workload in the job, by delegating tasks.

There are several methods I use to relieve my mind of the stress generated from Policing and I have used these methods for years prior to starting with the Police to cope with stresses generated from my previous roles and education. These methods have helped me to build resilience so that I can continue to provide the best service and maintain a healthy body and mind.

The first method I use is exercise, I run for 30 minutes outside in my local area three times a week and swim for an hour once a week at my local leisure centre. I find cardio-vascular exercise to be more beneficial personally as it gives me confidence that I will easily complete the annual fitness test as part of officer safety training as well as match the potential physical demands of policing. This is supported by Dewe, P. et al. (2010, p.56) who states that exercise is one of the resilience building factors which *"provides a greater capacity to deal with a stressful encounter should one arise"*.

The second method I use is to socialize outside of work with both colleagues and long-time friends. This maintains a healthy work life balance and allows me the time to talk through issues presented through my role as a Police Officer, as well as talk about other people's lives, the jobs they do and the hobbies they have. This is also shown in Dewe, P et al. (2010, p.122) as one of the four categories for reducing stress in the workplace. The final method I use is to play computer games, either on a dedicated games console or on my laptop. This allows me to focus on tasks unrelating to the Police. This ability to "switch off", from police work during my rest days is essential to maintaining a healthy mindset and prevents me from feeling overwhelmed. This is proven by Pallavicini, F. et al. (2021, p.1) who states that playing video games has a measurable effect in reducing stress an anxiety in people of all ages.

Whilst these methods have been effective in reducing stress and building resilience so far, my research has highlighted other areas which I can focus on to further build my resilience. Working on my psychological state through forward planning and assessment of my aspirations is not something that I have considered properly in the past and is one of the four coping strategies put forward by Dewe, P. et al. (2010, p122). Also suggested was maintaining healthy diet, exercise and sleep and whilst I exercise regularly, my diet and sleep schedule

could use improvement as I don't currently plan my meals and I frequently stay up late without necessity to do so. Finally reducing my workload and delegating tasks is something that can be achieved through communication with my Sergeant and the rest of my shift, ensuring that I do not become overwhelmed with the paperwork that comes with being a Police Constable.

In Conclusion, working as a frontline Police Constable is considered to be a highly stressful environment, far exceeding what an average person would experience in their lifetime. As such understanding how stress can negatively impact on my health and wellbeing, it is vitally important that I build resilience against stress. This is achieved through the four main coping strategies of forward planning and reflection, maintaining a healthy body through proper sleep diet and exercise. Socialising with friends and colleagues and relaxing outside of the workplace and finally managing my workload to ensure I don't become overburdened.

Word Count: 1024

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

A policing incident involving conflict in which I played a significant role with an offender occurred during my first month as a serving Police Constable. This was a call for assistance from other officers, a Male had been arrested for assault causing Actual Bodily Harm to his partner and was further arrested following the discovery of large amounts of cannabis on his person, however the Male had taken a concoction of drugs and alcohol and was extremely aggressive towards police. Further complicating matters was the underlying mental health of the Male, who suffered from Autism, ADHD, Anxiety, Depression and had attempted suicide on three previous occasions. There were no cultural or ethnical differences in this scenario and the Male spoke English as his first language.

The crimes for which the Male had been arrested was firstly Assault causing Actual Bodily Harm, this falls under *(Section 47 of the Offences Against the Person Act 1861)* and is defined by, "A person is guilty of an offence who assaults any person, thereby occasioning him actual bodily harm". This was evidence by the visible bruises and scratches that he had left on the face of his partner. Following his arrest, the Male was searched under *(Section 32 of the Police and Criminal Evidence Act 1984)*, which allows a Police Constable the power to search a detained suspect. This resulted in the discovery of a large bag of vegetable matter, believed to be cannabis which was seized, and the Male was further arrested under *(Section 5 of the Misuse of Drugs Act 1971)*.

Upon arrival at the scene in a police van, the Male was handcuffed in a rear stack position and had fast straps wrapped around his ankles and knees, despite this the Male was still acting violently, attempting to kick at Officers, all the while shouting Obscenities and threatening to harm Officers once he was free.

My first task was to assist with carrying him into the cage in the back of the police van, which was made more difficult by the Males attempts to kick and spit at officers. Due to his behaviour, it was decided that I would sit in the cage alongside another officer to ensure the Male's safety as he was continuously trying to bash his head against the walls of the cage.

The journey to custody was arduous as throughout the Male made multiple attempts to harm either himself or the officers in the cage, by bashing his head against the wall of the cage and attempting to kick Officers. I therefore had to physically restrain the Male, by holding his head firmly with my right arm, this was made harder by the small, enclosed space and I received two firm kicks from the Male to my left leg. Before arriving at the custody centre, we were diverted to a local hospital instead as new information from the Male's partner revealed that he may have overdosed on his prescribed medication. This lengthened the journey, further agitating the Male who was now attempting to spit and bite at me, as a result I put a spit hood over his head in order to protect myself and my colleague from coming to any physical harm. The Male became even more aggressive as result, demanding that the spit hood be removed as he was autistic and he had a Covid mask exemption, in response I explained the necessity for the spit hood as he had already made several attempts to bite and spit at Officers, the hood was therefore required for our safety.

Spit hoods as described by Kennedy, K.M. et al. (2019, p. 147) also known as Spit guards or Bite guards are a controversial piece of police equipment, this is due to human rights campaigners claiming that spit hoods encroach on a person's human rights and are unsafe to use on a person. This is contrasted by law enforcement campaigners who counter-claim that they are necessary in order to protect officers from injury or infectious diseases, which are carried by saliva. The hood itself is a simple design, it is a black mesh with a plastic mouth guard which prevents a person from being able to bite another.

Upon arrival at Hospital the cage door was opened, allowing fresh air into the back of the van, this seemed to help the Male calm down as the hot and claustrophobic atmosphere of the cage only served to increase his frustration. However, the Male was still agitated by the spit hood over his head. I also became more concerned about the use of the spit hood at this point, as explained previously they are a controversial piece of police equipment and now that we were waiting in a public place, with hospital patients able to watch the commotion, I had to carefully weigh the continuing necessity of the hood against public perceptions. I explained to the Male,

that if he calmed down and made no further attempts to harm Officers, then I would remove the hood. This delay was done strategically to ensure cooperation, as immediately fulfilling his demands would only increase the demands that he was likely to make.

After 10 minutes of the Male being calm, I removed the hood, and he thanked me for doing so. Whilst waiting to be seen by a Doctor, I was able to converse with the Male and build a rapport with him, I listened to his issues and showed a genuine sympathy. This helped me to earn the trust of the Male, so much so that he informed me that he was planning on escaping, and he asked me if I could keep it secret from the other officers and allow him a head start. I reminded him that he was under arrest and that I had no intention of releasing him from custody.

On occasion the Male would become extremely agitated, this was mainly due to the loss of his cannabis, which he explained, he had spent a large sum of money obtaining it and was intending on taking it throughout the month. He repeatedly asked to be allowed to smoke the legal amount, to which I explained that there was no legal quantity for the drug under UK legislation and that it had been seized in order to be destroyed. This made the Male extremely angry resulting in him kicking the side of the cage and swearing loudly. This was made worse when another officer reacted by telling him to stop acting like a baby, I believe this comment to be unprofessional and counterproductive as the Male lashed out further upon hearing this comment. Since we were parked outside of a public hospital, I informed the Male that he would be further arrested for Public Order offences under Section 5 if he continued with this behaviour.

Throughout the interactions with the Male, I was attempting to change his perception of me. Lac, A. and Donaldson, C.D. (2022, P.1) describe how in situations of conflict people place themselves and others into one of three roles; Victim, Rescuer and Persecutor. In psychology terms this is known as the drama triangle and was first described by Stephen Karpman in 1961. This is relevant as in the scenario I had with the Male, he had the belief that he was the Victim, and I was the Persecutor whereas I held the notion that he was the Persecutor and I was the Rescuer. However, Lac, A. and Donaldson, C.D. (2022, P.1) go on to describe how all three perceptions are inherently negative and that people often become trapped within cycles of the drama triangle during conflict, which is why it is important for me to become self-aware of my own position in the triangle. For instance, my belief that I was the rescuer in this situation could make me come across as being self-important and judgemental, believing that I can fix the behaviours of others. Whereas the Males belief that he is a Victim shows his refusal to take responsibility for his own actions and to blame others for his problems. This difference in opinion formed the basis in the conflict between us and the Male simply wanted to escape from whom he

believed to be the people causing him harm. Part of my strategy to calm him down and prevent further conflict was to speak and listen to him. I would ask him questions about his life, which led on to his thoughts of self-harm and suicide to which I showed a genuine concern, but I resisted the urge to offer advice as this would once again put me back into the Rescuer position of the drama triangle.

Once the doctors were ready, I removed his fast straps and helped him into the Hospital for him to be seen by the doctors. By this stage the Male's attitude had changed, and he made no attempts to fight or flee and he was calm enough to converse with police and medical staff without shouting or swearing. In total I was with the Male for 4 hours before being relieved by other officers who took charge of watching him in Hospital, during that time I had witnessed drastic change in his mannerisms, and I believe I was instrumental in calming him down.

Reflecting on the incident I believe I made many mistakes in the beginning, firstly I hadn't positioned myself properly in the back of the cage, this was how the male was able to kick me twice also was my initial hesitation to get hands on with the Male. This was my first experience with conflict, and I believe the Male could notice my nervousness, which is why he fought so hard against me in the beginning. However, I quickly adapted to the situation and took physical control of the Male, which is when he switched tactics between trying to harm himself and trying to bite and spit at me.

It was at the hospital where I was able to use my rapport building and active listening skills to form a connection with the Male. It was during these interactions where he no longer saw me as the monster trying to take his freedom away, but he recognised me as an actual person. I also became more aware of the subtle movements and facial expressions of the Male, which gave clues as to the actions he was attempting, and I could react to his outbursts before he made them.

Overall, I am happy with my performance during this interaction, I gained valuable experience in how to deal with violent offenders and I remained professional throughout the interaction. I showed an ability to adapt quickly to changing circumstances and I used an appropriate level of force to prevent injury to myself and to the detained Male. Furthermore, I was able to calm the Male with active listening and rapport building skills that I will continue to develop throughout my career.

Word Count: 1826

Task 3

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

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

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

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

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

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

ANSWER:

A policing incident I attended where I played a significant role with an offender occurred quite early in my policing career. A Male Person of Colour who was living in a secluded address, had a section 135 warrant placed on him. Section 135 of the mental health act 1983 states that the police may enter a person's home and take them to a place of safety and keep them there until a mental health assessment can be done. The police must have a warrant from the magistrate's court.

In this case medical professionals were accompanying the police to the Male's address and many police officers had gathered as the Male had warning markers for violence. Six officers approached the address alongside a single medical professional who had the section 135 paperwork with her. Two officers had tasers equipped, one of which went to the rear of the property alongside another officer who was not taser trained. That left five people approaching the front of the house, myself along with my tutor, another officer, a taser trained officer and the medical professional. The door was knocked on by the medical professional and there was a long pause. The Male suddenly appeared from the corner of the house, he had exited his property from a side door and was able to approach officers without warning as he had in his possession a loaded rifle and he was pointing it towards officers in an intimidating manner.

The taser officer shouted "GUN", and quickly all five of us ran to the nearest available cover, as I heard three gunshots ring out. The taser officer who had gone behind the house, quickly ran towards the Male and deployed an effective taser strike to his backside. I heard the officer shout "TASER, TASER", followed by "HE'S DOWN", viewing the incident from behind cover I saw several officers including my tutor run over to the male who was now lying down face first on the floor with the taser wires still attached to his back. His gun was quickly pulled away from him, which caused him to lash out and attempt to strike at officers, at which point the taser was re-energised and he fell to the ground again. I had emerged from behind cover at this point and had tentatively approached the Male, who was now being handcuffed and had straps wrapped around his legs. The Male was searched, revealing several knives in his pockets and knuckle duster rings around some of his fingers.

My initial reaction to the situation felt slow, however upon reviewing my Body Camera footage, I realised that the entire confrontation from when he first appeared with the rifle to when he was handcuffed, lasted around 30 seconds, which is a testament to the training and quick thinking of the officers I was placed with and thankfully no one was badly hurt. This changed the situation, no longer was the male being detained under section 135 of the Mental Health Act, but instead he was being arrested for assaulting police and possession of a firearm. Once the Male had been arrested, I was tasked with assisting with his transport to Hospital, as is standard for offenders who have been tased. The Male was carried into the cage of a police van, with his legs still strapped together and I sat outside the cage on the seat, in order to watch him.

During the drive to Hospital the Male soon fell off the seat in the cage, this is due to the fact that the chairs have no seatbelts, as this is a safety feature to prevent subjects from self-harming and the Male was over 6 feet tall and muscular making him too large to sit properly on the chair, this was made harder by the fact his legs were strapped together and hands were handcuffed behind. However, the Male suffered from a form of Obsessive-Compulsion Disorder (OCD), and he was very particular about his hygiene. As the cage floor was dirty from the officers boots who carried the Male inside, the Male refused to sit on it, instead choosing to hold himself upright with his hands on the chair and by keeping his legs straight. This was an exceptionally uncomfortable position for him and placed a lot of strain on his arms. The Male asked for my help, telling me that he was in a lot of pain and he needed me to come into the cage with him and either help him back onto the chair or release his leg restraints. I refused, telling the Male that his best option was to slide to the floor where he would have more room to sit comfortably, however he stated that he couldn't sit on the floor and he needed me to come into the cage with him. I was hesitant to do this, this Male was not only physically larger and stronger than me, but also he had already attempted to seriously harm officers, earlier in the day and I was concerned that he may have

more weapons hidden on his person, a concern that was well justified as it later transpired in custody that he had razors hidden in his shoes. Due to my refusal to help the Male claimed that I was torturing him and that he would take me to court.

The human rights act is an integral part of policing, as officer need an awareness of a person's rights and entitlements and when these rights can be taken away. For example, during the COVID-19 Pandemic in 2020, Article 11 of the human rights act: Freedom of Assembly and Association, was temporarily disbanded and lockdowns were enforced by the police in the interest of public health. However, in this instance the Male was claiming that I was breaking Article 3: Freedom from torture and inhumane or degrading treatment.

This was a dilemma, under the human rights act, a person has a right to be free from torture and the position that he found himself in plus my refusal to assist him could be seen as an attempt by myself to punish him for his earlier actions. However, the restraints used were necessary to effect arrest and for the protection of arresting officers, my decision not to enter the cage was well justified as he posed an enormous risk to my own health and safety, furthermore I had told the Male that all he needed to do was sit on the floor and he would no longer be in such an uncomfortable position. The Male did not sit on the floor, and he spent almost the entire journey to hospital propping himself up by his arms. I kept a careful watch on the Male, ensuring that he was still conscious and breathing and that he wasn't making any attempts to remove his restraints.

Once at hospital myself and other officers assisted with lifting him back onto the chair and the Male made no comment whilst we waited for him to be seen by doctors. Once he was seen and deemed medically fit, the Male was conveyed to custody, this time he made the decision to kneel on the floor of the cage, rather than trying to sit on the seat. At custody the Male refused to answer any of the custody Sergeant's questions, despite being a British Born citizen with English as his first language, I believe his silence was a form of passive resistance. Once searched, additional sharp razor blades were found hidden in his clothes and shoes.

After leaving custody I was approached by my inspector who enquired how I was feeling. I was initially surprised by this question, I responded that I was fine and he continued to question me on my welfare. Up until this point my mind had been tasked focused to the point that I didn't realise that the officers who attended this call along with the medical professional, were the victims in this case. As such the officers who attended the call were offered a TrIM referral, which is shortened for Traumatic Incident Management referral and is offered to police staff who have encountered traumatic incidents through the job. Two officers were injured as a result of the actions of the Male and they were treated at a separate hospital than the one he was sent to. Even though the injuries were minor, the check-up was done as a precaution.

Whilst there were no victims in this scenario who were not ordinary members of the public, I will consider the actions to be taken if such a person was assaulted in a similar manner. There are 12 entitlements listed under the Victim's Code of Practice and in this case the entitlements most relevant are firstly, Right 4: To be referred to services that support victims and have services and support tailored to your needs. This is relevant as due to the use of firearms in the assault, any victim would support with the Trauma that they had experienced. Another relevant right would be Right 6: To be provided with information about the investigation and prosecution. Given the dangerous nature of the Male, victims wouldn't feel safe unless they were kept informed about the progression of the investigation, in this case I would have informed the victim that the Male was remanded in custody, meaning that he would remain in custody until his first court appearance. I would also have informed the victim about Right 7: To make a Victim Personal Statement. This wouldn't have been taken straight away, as this statement is intended to capture a victims feelings about an incident and how it has effected them, so such a statement would be taken at a later date. Finally I believe in this instance any victim would have been entitled to an enhanced level of care, meaning they would get more updates on the case on a more frequent basis as opposed to the standard level of care which only offers updates 5 days after the event.

Reflecting on the incident, my biggest concern is my reaction speed, whilst I was quick to move to a place of safety, the same could not be said once Taser was deployed. I should have moved quicker to assist with arresting the perpetrator, rather than watch what the other officers were doing. In the future I will ensure that I assist other officers, even if it means just securing an arm or a leg. Another point to recognise is that Officers can be victims too and are entitled to a level of care that the general public would expect. Whilst there were no victims in the traditional sense for this case, I am satisfied that had there been I would have given them the appropriate care that they are entitled too and I would have shown empathy and compassion, in order to help them through a very difficult ordeal.

Word Count 1823

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

When deciding how to approach a situation and what actions Officers should take the National Decision Model or NDM is an invaluable tool, developed by the College of Policing the Model forms the bedrock of police decision making and is used Nationwide. The decision model is broken down into 5 parts. Firstly, to Gather Information and Intelligence, which details observing the situation before you and talking to victims and witnesses in order to build a picture of what has occurred. Secondly Assess Threat and Develop a Working Strategy, this relates to keeping yourself and members of the public safe, being aware of the dangers presented to you if any and how you intend on dealing with them. Thirdly is Consider Powers and Policy, the police must always work within the confines of the law and must be aware of the powers that are available to them and how to use them. Fourthly Identify options and contingencies, what options do I have and if they don't work what is my back-up plan. Finally Take action and review what happened, now that a plan has been developed, put that plan into motion and then see if it has been effective, if not then run through the NDM again. This model is used by the police to justify their actions and the decisions they have made and is underpinned by the Police Code of Ethics

A policing incident in which I played a critical role with an offender and a victim, occurred outside a supermarket. Two teenage girls had been caught by staff attempting to steal cans of pop from the store. The staff had caught the girls just outside the store and were detaining them until police arrived. I was first to arrive on the scene alongside my tutor and I spoke to the staff who were detaining the girls. The offences in question were Theft under (*Section 1 of the Theft Act 1968*), the definition of which is "A person is guilty of theft if he/she dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it". By concealing cans of pop in their jackets and attempting to leave the store without paying, the offence is complete. According to Crimerate (2023) 295,917 shoplifting incidents were reported across the UK in 2022 an increase of 24% from the previous year. Often in shoplifting cases, the difficulty lies in proving that the shoplifter intended to steal the item, which is why CCTV evidence is important in order to clearly show that the perpetrator made no attempt to pay for the item or items that they took off the shelf.

Breaking down my decisions in terms of the National Decision Model, I decided to speak to both the staff and the offenders in order to build a picture in my mind of what had occurred, as part of the Gather Information and Intelligence section. The staff were feeling frustrated as shoplifting incidents such as these were common in the store and the perpetrators always seemed to get away without repercussions, as such they wanted these girls to face consequences. I spoke to the girls next and they were apologetic, they told me that they simply wanted a drink, but had no money on them to purchase anything. I started taking their details and that's when they revealed that they had no place of fixed abode as they were part of the travelling community and therefore had no home address. Checking the rest of the details on the Police system gave no results as the two girls hadn't had any previous interactions with police. Around this time another teenage boy had arrived and told me that he was supposed to be looking after the girls and he was anxious to get them back to the caravan site. I informed him that at this time the girls were detained until a decision is made on how to proceed. Next, I assessed the threat, which in this case was very low, the girls were calm and compliant, and no one was at threat of injury, however I believed that the girls could still attempt to flee from the scene if given the chance and so it was important that an officer remained with them and kept them close together in order to prevent this.

I considered the different powers available to me, arrest didn't seem appropriate as the stolen items had already been recovered and there was nothing to suggest that the girls were in possession of any other stolen goods, also given the young age of the offenders and value of the items that they attempted to steal, I determined that it was not appropriate to arrest in this instance. I thought about a Community Resolution, these are only used in low level offences and consist of an agreement between a victim and an offender, whereby the offender

makes amends for the crime they have committed. Both parties must agree to this resolution, and it can't be used for repeat offenders.

Identifying my options, I decided to speak with the store manager whilst my tutor remained with the girls in order to prevent their escape as part of my contingency plan. Taking action I spoke to the store manager regarding this resolution, and he agreed saying that he simply wanted the girls banned from his store and to never return. I decided to use my discretion in this instance, rather than give the girls a criminal record, I would allow the girls to leave without charging them for the offence they have committed on the condition that they understood that their actions are wrong and that they won't do it again. Discretion is an option to officers in low level crimes whereby it is not in the public interest to pursue legal action against a person or persons.

Once the manager had signed my electronic pocket notebook to this effect, I returned to the girls who were waiting with my tutor, and I also got them to sign my pocket notebook stating that they understood they had been caught stealing and that they accept they have been banned from the store. I informed the girls that they were free to leave, and the staff seemed satisfied that they had been spoken to sternly by the police. I believe the actions I took fell within the Police Code of Ethics. There are nine principles present in the Code of Ethics for Gwent Police, these are Accountability, Integrity, Openness, Fairness, Leadership, Respect, Honesty, Objectivity and Selflessness. I was open and honest about the actions I took and why I believed a Community Resolution whereby the girls accepted they were banned from the store, was in this instance the fairest outcome. Critically assessing this interaction, I realised that I made a mistake. The girls were too young for a community resolution and should have instead been referred to Youth Offending services as they had admitted to the crime of theft and were willing to make amends. Further complicating matters, was that I hadn't included a home address in my report, this was impossible as the girls didn't have a fixed address as they were a part of the travelling community, however I could have at least obtained the index number of the vehicles that they are driven in, so that they could later be identified. However, I still believe that use of discretion was appropriate in this instance as words of advice seemed more appropriate for such a minor and first-time offence, this was also agreed as the best course of action by my tutor at the time.

Reflecting upon this incident under the Criminal Procedure and Investigations Act (CPIA, 1996), which is an act of Parliament that relates to how criminal offences are investigated and the perpetrators are prosecuted. The act affects all areas of the criminal justice system, such as the Crown Prosecution Service and not just the police. In this case I acted within the confines of the Act as the girls were under the age of 18 and the offence

committed was summary only, to which they had confessed to, as such I had no power to collect information for the purposes of an investigation.

The CPIA outlines the uses and responsibilities of information gathered for an investigation, there are three categories of information these being evidence, unused material and non-relevant material. Evidence is material submitted to the prosecution which supports either the subjects guilt or innocence, as police officers it is important to remember that we are to remain impartial in investigations and submit evidence that both supports and contradicts the investigation, this includes CCTV, Witness and Victim statements, Photographs and Exhibits such as mobile phones or objects relating to the offence. Unused Material is any material gathered that is not being submitted as evidence, this is available for the defence to view, however, it holds little value to either the prosecution or defence and includes material such as police Electronic Pocket Notebook entries, crime logs and post-arrest photographs. Finally Non-relevant material relates to information gathered during the course of the investigation, but to which holds no value to the case, such as previous addresses and phone numbers or details of witnesses who do not wish to make a statement.

Under the CPIA all information gathered, whether it be evidential, unused or non-relevant, must be disclosed. Disclosure is the process by which the Crown Prosecution Service (CPS) discloses this information to the Defence. Noting that this is only relevant in cases whereby the accused are to attend court, in such examples as above where minor offences are resolved via Community Resolution or whereby the CPS doesn't believe that sufficient evidence exists in order to prosecute, then disclosure is no longer relevant. All information regarding an occurrence should still be recorded and stored on NICHE as future investigations may rely upon this information.

Discretion is a tool used by the police in instances where it is not in the public interest to pursue an investigation and subsequent court trial. The decision whether or not to use discretion lies with the investigating officer and is carefully considered using the National Decision Model and Police Code of Ethics to determine whether or not it is appropriate. I believe my use of discretion to be appropriate in the above example, having first consulted with the aggrieved and liaised with my tutor at the time to come to course of action that was suitable for this instance. Had the girls been older or repeat offenders or had then stolen values of a much higher value, then I would have likely not used discretion and would have proceeded to report the girls to the Crown Prosecution Service, whereby I would have followed the procedures laid out by the Criminal Procedure and Investigations Act 1996 and have secured evidence from the store.

Word Count 1816

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
<u>Specific</u> To become more adept at handling Conflict, in order to effectively detain and control suspects upon arrest and to take fewer injuries.	<u>Measurable, Achievable and Realistic</u> This can be Measured by receiving less injuries after detaining a violent offender. This can be achieved through experience gained on the job and successfully dealing with aggressive suspects	Other Officers who have had experience in the past and can give advice. Officer Safety training courses designed to teach Officers how to approach and detain aggressive suspects	<u>Timely</u> In the short term, to see improvements during my next arrest of a violent offender In the long term to more adept by the end of my next Officer Safety Training course in August

<u>Specific</u> To improve my Statement Writing, in order to write effective statements used in official police documents to a high evidential standard, including taking Witness Statements and writing these to a high standard	<u>Measurable, Achievable and Realistic</u> This can be measured by the feedback given to me from other officers and my Sergeant. This can be achieved by attending a Statement Workshop on the 13th of April 2023 in order to learn new techniques and improve my writing skills.	I frequently ask my Sergeant for advice and feedback on the statements that I have written. I have been requesting to attend classes designed to help officers with statement writing.	<u>Timely</u> In the short term by the end of the 13th of April 2023. In the long term I will know I have achieved this when I no longer receive negative feedback from the statements I have submitted.
<u>Specific</u> To be able to build case files for submission to the case file team	<u>Measurable, Achievable and Realistic</u> This can be measured by	I have requested additional support from my sergeant who has looked for case files	<u>Timely</u> I will know if I have achieved this when the case file team, stop requesting that

	having fewer case files rejected and having more successful convictions of offenders. This is achievable through practice of completing case files and is realistic as it is a necessary part of the job.	workshops that I can attend, similar to the Statement Writing workshop that I have booked on the 13th of April	I re-work the files that I have sent them.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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Signed: A J CRAWFORD

Date: 10.04.2023