

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**Workbook title: Competency Based Workbook 1
(DHEP) 6,500 words**

(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	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

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:

During my time at South Wales Police, I have used different coping strategies to develop resilience and reduce stress. I will be discussing and comparing the coping strategies I have used on a regular basis, and how reflective thinking formed an important part of this process. During this essay, I will be basing the structure of reflective thinking by using Borton's "Model of Reflection" (Borton, 1970). This reflective method is categorised into three main sections.

The first section asks "What?" which is describing what has happened or what are the issues that I want to address. This is where I decided to focus on developing resilience and reducing stress, and why managing this is important in both my personal life and in the policing profession.

The second section asks "So what?" which is where I analysed the information and where I introduced and explored my coping strategies. This is also where I explain why these chosen strategies worked both physically and mentally.

The third and final section asks "Now what?" which is the most important section as it is where I reflect the most. I evaluated all the information that I had and decided what worked best for me, what didn't work and what I will continue to use as my career progresses.

The "What?" section of Borton's model, I am identifying and discussing the issue, which is focussing on psychological resilience, stress and why it is important. Southwick et al., (2014), explains that resilience is the process of responding well and being able to adapt to varying situations, including stressful situations. It includes factors such as psychological and biological that can be independent or interact with one another. Someone who can have strong resilience to stress in one area of their life may not be able to adapt well to stress in a different area, or it can change over time. First responders are regularly exposed to situations that are traumatic which results in a higher risk of stress related problems. Implementing methods to those people can improve their resilience to stress, resulting in the protection of health caused by stress (Wild, El-Salahi and Esposti, 2020).

Stress is a response to a situation that causes someone to worry (World health organisation, 2023). Other causes can include feeling under pressure or threatened in a situation where a person feels it can't be managed or controlled (Mind, 2022). Schneiderman, Ironson and Siegel, (2005), explains that stress responses that are severe, long lasting, or repetitive may lead to health issues such as tissue damage and disease. In the profession of policing, research has shown that there is a positive correlation with the length of police service and the likely hood of experiencing mental health issues. Police often experience occupational stress that results in physical, cognitive, emotional, and behavioural symptoms. Those individuals may show signs of poor sleep, negative coping mechanisms, burnout,

aggression, or violence. This then can result in a mental health disorder, chronic stress, post-traumatic stress disorder, substance abuse or suicide (Illinois Criminal Justice Information Authority, 2022).

In the “So what?” section of Borton’s model, I am going to discuss what coping strategies I have implemented over the last six months and how they have worked for me.

My first coping strategy is to use exercise as a psychological and physical benefit. I attend the gym three times a week and stay active. I found this has helped to reduce my stress levels and improve my mental health but also feel stronger and healthier. I feel as though I have more energy and have a clearer mind. There has been a vast amount of research that support exercise as having a positive impact on a person’s mental health. Mikkelsen et al., (2017) states that physiological changes through exercise can result in an improved mood, self-esteem, and reduced anxiety. Studies have shown that through the increase of endorphin levels and mitochondrial function, stress can be reduced and managed resulting in improved mental. This then goes onto having a positive impact on an individual’s work and personal life (Childs and De-Wit, 2014).

My second coping strategy is to use communication to build resilience and reduce stress. I have found that talking to my close friends and family about what has happened, has had a positive impact on my mental health. These discussions do not need to be in detail, nor do they need to be just negative aspects. Discussing the positive things has had an impact also. Talking about my day not only relieves stress by telling someone else about it, but it can also help me come to terms with any issues and/or have new ideas on how to deal with those issues. There’s a vast amount of research regarding talk therapy and its benefits. Talk therapy can be talking with friends or family or attending counselling. Many people use this to prevent future issues or to help with current issues as a way of treatment (NHS, 2022). It has been shown that talking with friends can have a better impact on coping when there is a stressful situation. By allowing a social support, individuals appeared less depressed and more confident (Winstead et al., 1992). Talking about problems we may have with someone trustful has been shown to reduce stress and reduce distress that’s emotional or physical. (Pennebaker, Kiecolt-Glaser and Glaser, 1988).

In conclusion, there are several coping strategies that can be used to build resilience and reduce stress. But the two I have mentioned are the most suitable and beneficial for me. My first strategy of using exercise helps me to reduce my stress levels and improve my mental health but also feel stronger and healthier. Whilst my second strategy of talking with others helps me get issues off my chest to someone I trust, whilst gaining useful advice and it helps my mental health knowing that someone else understands. Combining these two strategies has helped me stay focused, open minded, happy, and confident. I have found that they work well, and I will be continuing to use them on a regular basis. Staying resilient and ensuring my stress levels are low helps me to be a better person and allows me to do my job to the best of my ability. There may be a time in the future where these strategies may not be suitable or no longer work as well, so it’s important that I continue to reflect on how I am coping and what is working well and not so well.

Word count: 1084

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:

Conflict in policing is a regular occurrence due to the nature of the profession in protecting the public and dealing with offenders. This often involves people who are violent or displaying aggressive behaviour. The way in which police deal with these situations plays a vital role in public confidence and trust in the police. There are several tactics that can be used to de-escalate situations including the way someone communicates and negotiates with an individual. This includes preventing aggressive behaviour and be able to bring someone's violent behaviour to a lower level. The main tactic is ensuring you enter a situation having positive behaviour and attitude to help calm a situation. This is known as Betari's Box (College of Policing, 2020) and will be discussed in more detail further into the essay. I will also critically evaluate "the drama triangle" (Karpman, 1968) as an alternative conflict management model. Following police regulations and procedures is vital when conflict is involved. This essay will discuss these areas by using an incident I attended. I will firstly describe and explain the incident whilst abiding to data protection regulations. I will then go onto to critically assess the incident, including any barriers or issues. I will then reflect upon the incident and my communication skills using Gibbs reflection cycle (Gibbs, 1988). I will then finally explore use of force and its suitability in varying situations, this will be explored using police and academic models. The incident described had no cultural, language, or ethical issues throughout. The two individuals involved both spoke fluent English, were white, and were middle class. I always value difference and would have dealt with any cultural, ethnicity, and language issues accordingly to ensure inclusion, fairness, and equality.

I am now going to discuss Gibbs reflection cycle, which focuses on learning from experience to be able to improve. This is the format I will be using to reflect upon the incident below. The cycle uses six stages to enable this reflection to be successful. The university of Edinburgh (2020) shows the six stages as description, feelings and thoughts, evaluation of the experience, analysis, conclusion, and finally an action plan.

The behaviour and attitude of police affects the behaviour and attitude of others, this theory is known as Betari's Box (College of Policing, 2020).

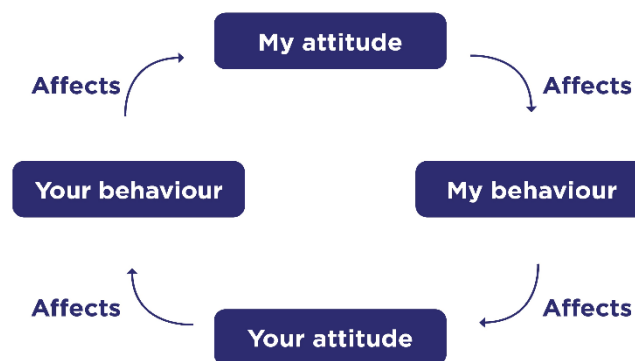


Figure 1: Betari's Box (College of Policing, 2020).

If you go into a situation in an aggressive manner, this then affects how others then respond to you. This shows the importance of how someone's body language, tone of voice and language used can either improve a situation or create conflict. It's important to remember not to let aggressive attitude and behaviour of other people influence your attitude and behaviour. This creates a continuous loop of aggressive attitude and behaviour (Changing minds, 2021). This is when you need to recognise this and break the cycle. The main negative with Betari's Box is that even though the attitude and behaviour of police can influence the attitude and behaviour of others during conflict, this is not guaranteed to work every time there is conflict. There are several factors that can influence how well this can work, for example mental health or intoxication. This can then be a good indicator that a different conflict management model should be tried, such as "the drama triangle" (Karpman, 1968).

The drama triangle (figure 2) is a social model that requires a victim, persecutor, and a rescuer/hero in a situation where there's conflict or other stressful and emotional situations. The victim is someone who feels powerless, victimised, and helpless. They will seek for a rescuer to solve the problem and take responsibility.

The rescuer is someone who often intervenes to save a victim from harm. This can lead to victims becoming dependant on the rescuer. This can cause a rescuer to become overworked, tired, and possibly end up feeling like a victim.

The persecutor is someone who sets boundaries and will often blame victims and find fault with rescuers behaviour. They often persecute others with no intention of valuing other people's views. The issue with this model is that you can't categorise everyone into just three roles. To be able to change the cycle, you need to be aware of the dynamics and in return change your own behaviour. This will then change to a different dynamic that can be more positive. For example, a victim becomes vulnerable, a rescuer becomes caring, and a persecutor becomes assertive (Melody Wilding, 2023).

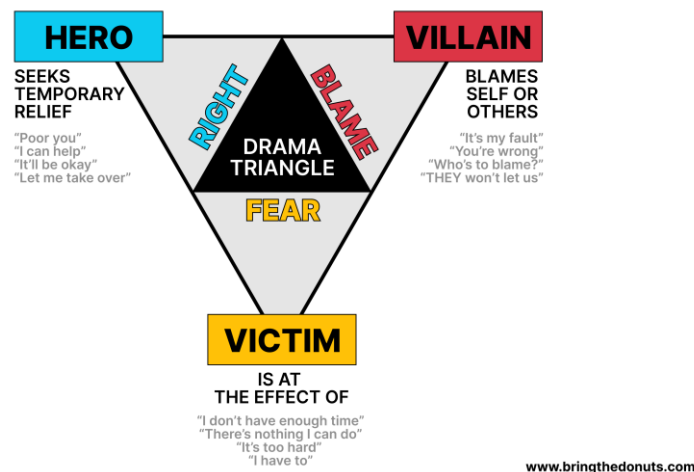


Figure 2: Drama triangle (Ken Norton, 2023).

During this incident, section 17 (Police and Criminal Evidence Act, 1984) was used. PACE “sets out the legislation between the powers of the police and the rights and freedoms of the public” (Home office, 2013). PACE Maintaining a balance is the key element of the legislation. As stated in Section 17(1)(e) of PACE (Police and Criminal Evidence Act, 1984), “Subject to the following provisions of this section, and without prejudice to any other enactment, a constable may enter and search any premises for the purpose of saving life or limb or preventing serious damage to property”.

During this incident, use of force was not used. The main decision-making model for any decision that’s made as a police officer, is the National Decision Model (NDM) (College of Policing, 2014). The College of Policing developed the National Decision Model, which explains that every decision should be made using the model, so a rational can easily be structured of what an officer did and why they did it. It is often useful in fast paced incidents, so the best outcome can be applied. The NDM is structured into five sections that show the order in which it should be applied. These five sections are as follows.

Gather the information and intelligence, assess the risk and threat, consider police powers and policies, identify your options and contingencies and taking action and review what’s happened.

The National Decision Model should always be based upon the code of ethics (COE) (College of Policing, 2014). The code of ethics is an ethical guideline that should be the basis of an officer’s behaviour. During my initial training, I was taught the pneumatic J-PLANE, which explains that all decisions as a police officer should be based off five important factors.

All decisions should always be as follows. They must be justified, proportionate, legal, accountable, necessary, ethical.

Effective communication skills are one of the most important skills to have when dealing with the public. It’s important that the correct type of listening is undertaken, this is known as active listening. This type of listening requires concentration and sensitivity from the individual who’s listening. Trust and effective communication can then develop as a result of complete attention of that person. The individual who’s talking can then see that the listener is showing

interest, has their full attention, and is taking their comments seriously. Other factors should also be considered such as ensuring that body movement, posture, facial expressions, and eye contact is always appropriate (Jahromi et al, 2016).

I will now describe the incident that I attended as an example of how I used effective communication skills to manage conflict. An abandoned 999 call was made from a female, where shouting and screaming could be heard in the background. On attendance, a female was seen in an upstairs window, in darkness. It was explained to the female that we had received a call where shouting and screaming could be heard, and that we needed to ensure all parties at the address were safe and well. The female refused to speak with officers and would not allow entry to the address. I explained in a calm and professional manner that it was important to check on her safety and anyone else in the address. The female still refused entry so other officers and I entered the unlocked front door under section 17 to save life or limb or preventing serious damage to property (Police and Criminal Evidence Act, 1984). This caused the female to become angry, screaming and shouting at proximity to officers.

I chose to use several communication skills with the female to ensure this had the best impact. I took the female to one side and explained in a calm and respectful manner, that her door was not damaged, and it was unlocked. I explained to her that we needed to ensure all persons were safe. I asked the female to tell me what happened, and she informed me that she was having a verbal argument with her partner, and she threatened to call the police and accidentally rang 999. Officers spoke with the male who was at the address, and he stated that he too was ok, and they just had a verbal argument. No injuries were apparent and both parties appeared safe and well to myself and my colleagues. As I made it clear I was listening to the females concerns, I began to build a rapport. I then decided it was best if I explained to the female and male that one of them needed to spend the night at a different address to ensure their safety. Due to the previous aggressive behaviour of the female, I watched for indicators to assess whether the females' behaviour was about to escalate or whether she would remain calm and compliant. I immediately saw the female sit up straight in the chair and her facial expression quickly changed. It was at this point I decided I needed to intervene before the situation escalated. I immediately informed the female that I understood, but she needed to understand that as police, we could not leave both parties alone together at the address due to the risk of domestic violence. The male then left the address and the female remained calm and informed officers that she understood.

Throughout the incident I felt calm. I believe this was due to my effective communication skills. I believed that I could keep the female calm due to the rapport that I had built during the initial attendance. Active listening is vital when trying to build a rapport. I ensured that my body language had appropriate movement, my facial expression showed interest, and concentrated on my tone of voice, which in turn kept the females' behaviour at the same level as mine.

As mentioned above, I believe this incident went well due to my contribution of effective communication skills. I managed to calm the female down which led to compliance and an easier and quicker understanding of why officers had to enter the address and why the male needed to leave. I focussed on ensuring my body language was calm and approachable so that I could gain trust from the female. This was important to me as I wanted to continue to build a rapport so the incident could be dealt with. I used the NDM and Betari's Box during this incident to help reduce the risk of escalation. Use of force was not required during this

incident, which I believe was the result of my communication skills. I used the NDM and decided that use of force was not required as it was not justified, proportionate, legal, accountable, necessary, or ethical to do so.

I will now reflect upon the incident using Borton's "Model of Reflection" (Borton, 1970). The incident involved a female who became angry, screaming and shouting at officers for entering her property to save life or limb (PACE). The main issue during the incident was the female's behaviour. I decided to focus on calming the female down so that I could build a rapport. I analysed the information that I had at the time and decided to start with effective communication skills. This included active listening and appropriate body language, eye contact, and suitable conversation. This worked best for me as it helped calm the female down. It was clear that my calm attitude and showing the female of my understanding, helped the situation immensely.

I learnt from this incident, the importance and benefit of compliance whilst dealing with individuals. This also showed that using the principles of effective communication skills can have a big impact on an individual's behaviour, and how this affects public perception and trust within the police. There is one aspect of this incident that I would have done differently. During the section 17 entry, I would have tried harder to explain to the female why officers needed to enter the address. I believe that if entry was granted instead of the section 17 entry, the females' initial behaviour would have been improved and she would have been compliant straight away. Overall, I am happy and satisfied with how this incident was dealt with. Conflict is not always physical resistance and involving use of force. It can be verbal resistance too, which has the risk of becoming physical. Tactical and effective communication is an excellent way to prevent escalations and an effective way to calm individuals down, so they become compliant. During this incident, it prevented escalation, was ethically appropriate, and I was able to deal with the initial investigation effectively.

Word count: 2183

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 investigated 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 during the investigative process.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay, I will be critically exploring an incident where I played a significant role with a victim. I will then assess what happened and reflect upon my actions and the outcome. I will be discussing issues such as legislation, culture, and language, whilst considering the victims code of practice. Victims of crime are entitled to services, information, and support during the criminal justice system process. This is called the 'Code of Practice for Victims of Crime in England and Wales's' (victims code) and it's an important document that lists all requirements that need to be followed by law. This is carried out by agencies such as police and the courts to ensure victims receive what they are entitled to by law (Ministry of Justice, 2021). The code of practice must be carried out when dealing with victims. This includes twelve rights that every victim is entitled to. For example, a victim has the right to be given information regarding the investigation and the prosecution (College of Policing, 2020). Victims are the most important person during an investigation and should be given a substantial level of service by the criminal justice system. Finally, I will be reflecting upon my understanding and application of equality, diversity, ethics, and human rights.

A call was received from a white male stating he had been assaulted by his neighbour. I will refer to him as male X throughout this essay. I attended the address and spoke with male X who stated when he arrived home from the pub, his neighbour saw him get out of the vehicle and pushed him over onto the floor, causing minor injuries. During this initial conversation, a call had been made with a counter allegation from the neighbour, male Y, stating that male X had seen him in the street and started shouting racial comments towards him. Male 2 stated that those comments resulted in both individuals pushing each other, which led to male X falling onto the floor. Male Y had recorded the incident on his mobile phone which clearly showed male X shouting racial comments. Male Y has perceived these comments to be racially motivated and that they have caused him harassment, alarm, and distress. Due

to two allegations being made, the racial incident was made a priority to be dealt with first, and male X was arrested. This incident is classed as a hate crime, specifically a racially aggravated S.4A public order offence. There were language issues or concerns during this incident, the victim spoke English as his first language.

Section 4A Intentional harassment, alarm, or distress (Public Order Act, 1986) is described as causing "Intentional harassment, alarm, or distress, he-
(a)uses threatening, abusive, or insulting words or behaviour, or disorderly behaviour, or
(b)displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm, or distress (Crown prosecution service, 2022).

As mentioned previously, the offender intentionally caused harassment, alarm, or distress by using threatening, abusive, or insulting words, that was racially aggravated. The offender demonstrated this by calling the victim offending racial slurs in the street.

The definition of a hate crime is any crime that is "demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity or been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity". (CPS, 2022). Hate crime reports are made annually by the home office, which lays out the statistics on hate crime offences (Home office, 2020). Reports from 2012/13 to 2021/22 show an increase of hate crime and hate incidents across England and Wales, from 40,000 in 2012/13 to 160,000 in 2021/22. Hate crime offences that are closely monitored are the following: Race or ethnicity, religion, sexual orientation, disability, and transgender identity. This rise is thought to be based upon the improved crime recording by police. Statistics show a decrease of 6% over the last year of 2022/23, which show that racially or religiously aggravated public offences are now on the decrease (Home office, 2020).

Victims of crime are entitled to services, information, and support during the criminal justice system process. This includes the twelve rights that every victim is entitled to. All victims should be treated with respect, dignity, compassion, courtesy, and sensitivity (College of Policing, 2021). There are several rights that are applicable to the victim of hate crime I dealt with. This includes the entitlement to a hate crime support officer (HCSO) who are linked to the case. A HCSO specialises in hate crime and will support victims in the best way possible. Another example of specialist officers is Sexual Offences Liaison Officer (SOLO) for victims of sexual offence. Having specialist officers ensures that victims receive the most appropriate and tailored support. These officers have been trained specifically to deal with these specific crimes and can offer victim focussed support.

Regular contact with victims so that they are always updated is important and should be undertaken by officers on a regular basis. I regularly updated the victim through the criminal justice system and tried my best to answer all questions and concerns he had. I aimed to update the victim every five days to ensure that the process went as smoothly as possible. In my case, the victim did not want an update that often, so we came to an agreed arrangement of a suitable time frame for the victim. It's important that officers listen to victims and try their best to do what victims' request is best for them. Victims also have the right to be updated about the outcome of a case and any relevant appeals.

A 'Victim Personal Statement' (VPS) is another right a victim has, which is a statement that's made by the victim. It explains how the offence has impacted them on a personal level, which is then read out in court. This is done before the sentencing so that the judges are

informed of the impact it has had on the victim. I offer this to victims when taking statements, and explain to them why a VPS is used and the procedure of how its obtained and when it will be used. I offered a VPS to the victim of hate crime to which it was declined. I explained to him that he did not need to write one straight away, and that he could any time before the court date. This was still declined by the victim.

The victims code also outlines the right for vulnerable and intimidated victims/witnesses to receive support whilst going through the court process. This support can be specific to the victims' requirements and needs and is known as special measures. These special measures are offered to all vulnerable victims under the 'Youth Justice and Criminal Evidence Act, 1999' (YJCEA, 1999), and are offered so the best evidence can be obtained. The special measures also help make the process less intimidating, frightening, and stressful for the victim. If special measures weren't available, this could have a negative impact on victims during the court process and may reduce the likelihood of victims reporting crime and giving evidence. When special measures are requested, the judge or magistrate will decide whether the victim is eligible and whether to grant it. Eligibility can include under the age of 18, mental health, victim to a sexual offence, and gun and knife crime. Examples of special measures include screens, video recorded interview, evidence given in private, live link, and removal of gowns and wigs. During my involvement with the victim of hate crime, I explained that an application can be made to the court to grant special measures. The victim declined this support at the time, but I ensured that he understood that he could change his mind any time before the court date.

Communication is key to respect and trust, so ensuring that a victim can understand and is being understood is vital. There were no language barriers or issues with the victim but was asked straight away regarding language preferences. I would have arranged an interpreter if there was a language barrier or if he had any issues.

The 'Code of Ethics' was introduced by the College of Policing in 2014 and was developed to set and explain the standards of behaviour police need to adhere to. These standards include authority, respect, and courtesy. And to ensure that equality and diversity is understood and acted upon. Victims should always be treated this way due to the traumatic experiences they have been through. Officers should always act with honesty, fairness, impartiality, and will not discriminate people (College of Policing, 2014). This includes not discriminating individuals based upon the protected characteristics of age, disability, sexual orientation, sex, race, religion, gender reassignment, or marriage/civil partnership (University of Dundee, 2023). This is part of the human rights, which have a strong correlation with the code of ethics, where everyone should be treated in a particular way, and that there is a standard on how people should be treated. All police decisions should be based upon 'The Equality Act' (Equality Act, 2010).

I demonstrated this by ensuring my behaviour and language remained professional and I made sure to listen to the victim and to take the allegation seriously. The victim was extremely upset during this incident, and I wanted to support him as much as possible. I remained honest and explained to the victim that South Wales Police takes hate crime seriously, but the police are evidence led so I could not promise a conviction.

I will now reflect upon the incident using Borton's "Model of Reflection" (Borton, 1970). The incident involved a male who received racial comments from a neighbour, which caused the male to become upset, offended, distress, and distressed. This was an ongoing issue

and has been receiving racial abuse from his neighbour for some time. I focussed on ensuring that the victim received appropriate victim care and an appropriate solution. The main issue during the incident was the fact that the victim and suspect are neighbours. I decided to focus on what action was best and how I could support the victim. This included tasking a hate crime officer so that the victim received the best support and advice.

I analysed the information that I had at the time and decided to arrest the suspect. This led to necessary bail conditions. This included no direct or indirect contact with the victim. The victim was happy with these conditions, and I have ensured to make regular contact.

Policing is a very demanding but rewarding career but during this, victims can often be left behind. Due to the high demand of policing, managing victims can sometimes be hard. It is important that time and energy is always found for victims as they are one of the most important people in policing. In conclusion, I am very happy with how the incident was dealt with regarding victim care. The investigation is currently ongoing, and I continue to update the victim, offer support where required, and safeguard where appropriate. I believe I treated the victim with respect, transparency, honesty, and offered relevant referrals for support. I made sure to listen to the victim carefully and showed compassion when necessary. Overall, I would not do anything differently. I believe that the arrest and bail conditions of the suspect was necessary to protect the victim. Even though the victim declined special measures or a victim personal statement, I tried my best to explain what they were and how they were beneficial.

Word count: 1922

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part 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 how this impacted upon your decision making and use of discretion within the investigation.

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

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay, I will be describing an incident I attended, and the involved police investigation where I played a significant role with an offender. I will be critically assessing my role within this and discuss and reflect how I use the National Decision Model, the code of ethics, and discretion when making decisions. I will then critically review my responsibilities involving the provision of the 'Criminal Procedure and Investigations Act, 1996' (CPIA, 1996) when conducting investigations.

Decision making plays a significant part of my role as a police officer. Due to the fast paced and unpredictable situations, I was taught during training that it is vital that decisions must be made justifiable, proportionate, legal, accountable, necessary, and ethical. To make the best decision, models are often used for the decision-making process. An example of this, is the National Decision Model (NDM). This is a model that I use on a regular basis and a model that I find works best for me.

The NDM is commonly used by varying professions including the police. It is a framework that uses five stages to make decision making safer and more effective that allows you to make decisions, assess them and improve on them. Decisions made after going through each of the five stages should be in line with the code of ethics. The College of Policing (2022) explains each stage of the NDM. The five stages are gathering as much information and intelligence as possible, risk assess any threats to then develop a suitable plan, consider the police powers and procedures, establish the options and contingencies available,

and take action, then review what has happened by making this decision. As previously mentioned, the code of ethics should be considered during each stage of the NDM. Figure 3 visually shows the NDM as a repeating cycle.



Figure 3: National decision model (College of Policing, 2022)

Gathering as much information and intelligence as possible is incredibly important in policing. This should be carried out as soon as a call is received over the radio, listening carefully to the information that's provided. This includes obtaining PNC and NICHE checks as soon as possible, so any warning markers and a history of the individuals involved are known. This can prepare officers and allow time for strategies and plans to take place.

Risk assessing is one of the most important aspects of decision making and should be used continuously at incidents, from start to finish. This keeps officers, victims, offenders, witnesses, and other members of the public at low risk of harm.

Considering police powers and procedures when decision making allows officers to identify what options are available and what procedures should be followed. This then allows officers to consider those options and what contingencies can be put in place. During this incident, a power of arrest was an option, but I decided that having the 15-year-old boy in custody was not the best option.

Appropriate action can then be taken and an immediate review of what has happened because of this decision can be undertaken. That decision can result in a suitable outcome that you are happy with, or the NDM can be followed from stage 1 again if needed. It's important to review the outcome so improvements can be made for future incidents, or to establish what works well so it can be used again.

I ensured the code of ethics was taken into account throughout the whole NDM process, and all my decisions was based around it.

I received a report of a 15-year-old boy who had threatened to assault staff in a care home. The report stated that the boy had been verbally aggressive, threatened to punch and knock out a member of staff, and threatened to smash another member of staffs face in with part of a radiator.

Before attendance, I gathered as much available information as I could, that included recent police attendance for the same boy and any warning markers. The recent reports were for the same behaviour towards staff, and he had recently come back from the police station. I

checked the boys' profile on NICHE, and it stated he was currently flagged to Youth Justice Services (YJS). YJS is a partnership between agencies that provides young individuals and their families an intervention and support to prevent offending and re-offending. This service is for individuals aged 10-17 (Cardiff council, 2023).

These checks allowed me to plan prior to my attendance, and to risk assess the situation. The information received such as warning markers, showed me that the risk was low.

On attendance, the boy was sat calmly in the communal area. I spoke with the staff who stated that he hasn't assaulted anyone, and they do not wish to make a complaint. Staff stated that the boy has an appointment with YJS the next morning and that taking him into custody would not help the situation. Due to the information provided, I decided what options I had to consider. I decided it would be for the best to use discretion and firm words were given to the male.

He then apologised to officers and staff and went to his room. I believe that the stern words given to him and as he was going to attend the YJS the next morning, this was the most appropriate option for the 15-year-old boy. No previous incidents have been reported concerning the boy.

I found that using the NDM for the incident involving the 15-year-old boy allowed me to do my job to the best of my ability. I gathered information and intelligence so I was aware of the situation and any issues that may arise, I was able to risk assess the situation so I could prioritise the safety of myself, colleagues, members of staff, and the young boy. I then established what police powers and procedures are available and what should be done in this type of situation. I then decided what options were best and what contingencies to put in place if information or the risk changes. I was then able to take action which I believe gave the most suitable outcome. I am happy with my decision to use discretion on this occasion and believe that making an arrest would make the boys behaviour worse and would not help him to stop offending.

As previously mentioned, the 'Code of Ethics' was introduced by the College of Policing in 2014 and was developed to set and explain the standards of behaviour police need to adhere to. These standards include authority, respect, and courtesy. And to ensure that equality and diversity is understood and acted upon. Officers should always act with honesty, fairness, impartiality, and will not discriminate people (College of Policing, 2014). This includes not discriminating individuals based upon the protected characteristics of age, disability, sexual orientation, sex, race, religion, gender reassignment, or marriage/civil partnership (University of Dundee, 2023). This is part of the human rights, which have a strong correlation with the code of ethics, where everyone should be treated in a particular way, and that there is a standard on how people should be treated. All police decisions should be based upon 'The Equality Act' (Equality Act, 2010).

Discretion is often used within the police as a way of dealing with certain incidents. Discretion is a concept that allows a person to act with freedom and use their professional judgement when making a decision during certain situations (Hart, 2013). This option has been shown to have a positive correlation between discretion and officers job satisfaction (College of Policing, 2022). Discretion was widely recognised in 'The Scarman Report' (Scarman, 1982) where varying situations were discussed and the available options that were available to officers. Those options were considered impractical to certain situations and often were not in the public's interest. Officers would therefore need to rely on their own personal and professional judgement to make suitable decisions. Officers need to ensure that their decisions are professional, moral, legal, and in line with the 'Code of Ethics'. 'The Scarman

Report' (Scarman, 1982), was commissioned following the Brixton riots, where officers' poor judgement and racism resulted in inappropriate and unethical decisions.

I decided to use discretion as my decision not to arrest during the incident involving the young boy. I believed that this was not the most appropriate option as previously mentioned.

The Criminal Procedure and Investigations Act (CPIA, 1996) sets out investigating procedures and standards that must be followed. Those procedures and standards exist to regulate processes, recording and the retention of material during an investigation. The CPIA applies to individuals across the criminal justice system, including police officers, the 'Crown Prosecution Service' (CPS) and magistrates. Police officers are to follow the procedures outlined in the CPIA, specifically the management of information that's gathered during an investigation, and importantly the disclosure of that information (HSE, 2023). All information that's gained from officers when investigating any summary, indictable or either way offence must be disclosed, that includes information that's used to identify suspects. There are different types of information that's categorised into three areas. The three types of information are evidential material, non-relevant material, and un-used material. Some information may appear un-relevant, or it may not have been used during an investigation. It is still important to document and disclose this information, and it is officers' responsibility to do so (Ministry of Justice, 2015). The incident I have used throughout this essay is not at the CPS stage. I am aware that if other incidents, I need to disclose the suspects PNC, the custody record, OEL entries that was made for the occurrence, exhibits, and all three types of information.

I will now reflect upon the incident using Borton's "Model of Reflection" (Borton, 1970).

The incident involved a 15-year-old male who threatened to assault staff. The main issue during the incident was the males age and what was the best way to deal with the situation. I decided to focus on calming the male down and what solution was best for this incident. Due to the information provided, I decided it would be for the best to use discretion and firm words were given to the male. This solution worked best as the staff did not want to make a complaint, the boy was apologetic, and an appointment to attend the YJS was in place for the next morning.

I believe I dealt with this incident well and I found that using the NDM to establish all necessary information and intelligence to risk assess, plan, and identify my options was a great tool to use. This allowed me to use my professional judgement to use discretion as my decision. I ensured I used the code of ethics throughout my decision making and believe that this was the most suitable for this specific incident. Taking into account the police policy of not having children in custody unless it is necessary and unavoidable, I believe that in combination with stern words given to the boy and the meeting with YJS due the following day, this was a suitable decision. The boy was apologetic regarding the offence itself, and the care staff did not believe that spending the night in custody would improve his behaviour. Throughout this investigation, I made sure to document and disclose all information that was provided and established throughout. In conclusion, I was satisfied with how this incident went, and would not have done anything differently. I will definitely consider discretion during future incidents if suitable and remember to always use the NDM as a way to plan, act and evaluate.

Word count: 1933

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This compilation of this task shall be confirmed by the employer once independent patrol status is achieved.

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