

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

During my first 6 months, I have adapted a variety of coping mechanisms from both past and present experiences, which I use to manage my stress and further develop my resilience. The topics I will be discussing will be the use of exercise as a stress relief, performing yoga and generally looking after myself by talking to confidants about my stresses and adhering to a healthy lifestyle. I will be using the Gibb's Model of Reflection (1988) to reflect on each of these topics. These mechanisms mainly focus around exercise and improving my mental wellbeing and I have combined the majority of these methods into my daily life to create a strong foundation to work from.

Exercise has always been an integral part of my life, as I have used it as a form of stress relief, especially when the pandemic first began. I was concerned about how the lockdown would affect my mental health. I knew that suddenly going from having the opportunity to enjoy the outdoors to then being restricted to working and staying at home was going to be a hard obstacle to overcome. I decided that, instead of sitting idly around and doing nothing with my spare time, I would throw myself into exercise. I found a local gym with online training sessions and started with them in March 2020. The gym would change the workout phase every three weeks to target different forms of exercise and I was enjoying learning about the different techniques to improve my body's strength and shape, which would then improve my self-esteem. The more classes I completed, the better I felt about myself, mentally and physically. It soon became part of my weekly routine and thus part of my routine during training.

The best aspect of exercise was that I found myself generally more relaxed and less stressed, which was a key element in helping me study for my exams and focusing on the training overall. When I found myself becoming more stressed, especially during the period before my second exam, I set myself exercise challenges. In the later months, I started running everyday as part of Red January (Red Together, 2021) and completing 100 squats a day for Teenage Cancer Trust (Teenage Cancer Trust, 2021). I discovered that if I set myself a target to focus on and followed systematic exercises, I was able to clear my head of any anxieties. I could distract myself and overcome the stress and complications more easily. This is simply explained by Hitching (2020), in that exercise helps release endorphins – the 'happy hormone' and leaves you feeling elevated. She also then proceeds to explain that:

Stress creates a cytokine and glucocorticoids (GCs) storm. This results in your entire body getting to a state of inflammation and oxidative stress, causing it to age faster. Fortunately, exercise has the benefit of reducing oxidative stress.

(Hitching, 2020)

Even though exercise has always been thought of and proven to be a source of mental medicine throughout history, too much of a good thing is not necessarily for the best. For example, as cited by Tipton (2017), Susrata, an Indian physician in 600 BC, prescribed “exercise for his patients and to indicate that ‘it should be taken every day’ but ‘only to half the extent of his capacity’ or then ‘it may prove fatal’”. My interpretation of this is that exercise should be used in moderation and not excessively. I have learned that, from time to time, exercise has been hard to squeeze in during my busy days and has actually sometimes been the stress itself. Whilst exercise is a good coping mechanism, I need to understand that it is not the only thing available for stress relief.

For instance, stress relief does not always require working at such high intensity - it can be done in a peaceful manner, combining both mind and body, i.e. yoga and mindfulness. As said by Scott (2020), “Dating back over 5,000 years, yoga is considered by many to be the oldest defined practice of self-development” and later states that yoga brings “physical benefits... a good mood, an increase in mindfulness, and a healthy dose of self-compassion”. There is also a science behind the practising of yoga. The same as with exercise, it can release endorphins, but also can aid in stress release “on a deeper level” (McDonald, 2018) by combining breath control (Pranayama), physical postures and meditation”. McDonald (2018) further explains that Pranayama “calms the sympathetic nervous system” - the system is in charge of surging adrenaline levels during times of fight or flight, thus increasing the heartbeat and the levels of stress hormones in the body. This is proved in one study, conducted in 2018, showing that a group of 52 women that attended three weekly Hatha yoga sessions over 4 weeks; had significantly decreased levels of depression, anxiety and stress after this period (Shohani *et al*, 2018, Issue 9, pg 3).

During my training, I became over-stimulated by the use of technology, causing myself to be in a constant state of stress. Therefore, by using Pranayama and yoga a few times a week, this reduced the stress response I had put on my body by ensuring the only things that I focused on were my posture and the counting of each breath. I was able to slow down and focus on the ‘now’ by practising mindfulness and further developing my resilience. However, as with everything, yoga can have its drawbacks.

Yoga can actually result in physical injuries, if not practised correctly and if overdone. As stated by Grebeniuk-Gillyer (2021), when a person “has low muscle strength or any other form of physical weakness, they then put themselves at a greater risk of sustaining a serious injury by doing the physical postures”. I have found that when I have strained or injured a part of my body, I cannot always do certain positions as they will aggravate the pain more by positioning myself in that way. In addition, I would challenge myself by pushing my body to try a position that is more than I can handle, causing physical discomfort and doing more harm than good. Again, as with everything, my practise of yoga should be done in moderation to aid my stress management and I should always listen to my body and know its limits.

Probably the most effective coping mechanism for stress I have found is just by talking to friends and family about my anxieties and stress. For example, during the period leading up to my second exam, half of my class contracted COVID-19. This meant that those of us with the virus missed out on the opportunity to take the original exam. Throughout the self-isolation period, a fellow classmate and I decided to be proactive and use this time wisely to revise together for the exam scheduled for 2 weeks later. As we were spending so much time talking online to each other, we would find ourselves just naturally discussing how we were feeling and the stress of the whole situation, which made us feel better overall. “This is known as venting or letting it out. In these instances, you may not necessarily be looking for input or advice. Just giving voice to your concerns often allows you to see an option or

solution that was hidden when things were pent up” as perfectly explained by Hansen (2015). In addition, speaking with a person in a similar situation I was able to ‘get it off my chest’ and sharing “experiences with people who've been through something similar can help you feel less alone” (Mind, 2017). Even members of my family and friends, who were not going through the same situation, were able to provide feedback and advice, helping put things into perspective so I could better cope with the stress of it all.

On the other hand, talking to the people I trust, or those who have similar experiences, may not always be the most suitable option. I need to consider that they may be dealing with their own stresses and not be in the right mind-set to be that shoulder to lean on. I also have the concern that by telling a loved one my anxieties, this may cause them stress as they care about my mental wellbeing. This, in itself, is counterproductive for everyone. I need to ask myself if discussing my issues with this person will actually do more harm than good, i.e. cause them to feel worse and thus, not being able to help myself in the process. As stated by Truong (2018) “you do have to either move on or come up with some kind of solution to de-stress. Otherwise, you risk marinating in those feelings and getting even more stressed”. There comes a point where I need to handle and manage my own stresses by myself in both my personal life and workplace.

The NHS (n.d.) define ‘Stress’ as “the body’s reaction to feeling threatened or under pressure”. Therefore, it is how I address and manage the pressure that is key, as there will always be some stress in my life. It is about taking the necessary steps to look after my mental health by finding that balance between asking for help when I need it, to using my coping mechanisms to deal with the stress by myself. Whether it be by eating healthily, exercising, practising yoga or talking to friends or family. From my experience, I know that I can handle stress well enough but to develop myself further, I need to learn not to ‘sweat the small stuff’ and to develop “emotional resilience” (Mind, 2017). As perfectly put by Mind (2017), “Resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing.”

Word Count (including all quotes and resource references: 1640/1650 (including 10% allowance)

Task 2

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

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

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

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay, I will be focusing on conflict management by discussing my recent experience of arresting a male subject on suspicion of stalking their female ex-partner. I will describe the circumstances surrounding it and assess where conflict-management and use of force was necessary for the situation. I will also reflect on the important elements of effective communication that I used throughout the arrest. This will all be critically evaluated using various theories and models such as the National Decision Model (NDM), JPLANE (Justify, Proportionate, Lawful, Accountable, Necessary and Ethical) and Betari's Box to achieve a thorough and fair reflection overall.

Conflict-management can be described as a range of methods that are used to "identify and resolve conflict in the workplace. Since conflict is a normal part of any work environment, the goal of conflict management is to detect and minimize the negative effects of conflict" (Indeed, 2021). This can be managed effectively by utilising the appropriate range of conflict management styles relating to the situation at hand – i.e. collaborating, compromising, competing, accommodating and avoiding, as theorised in the Thomas-Killmann Conflict Management of Differences Instrument (MODE). These are based on a person's ability to assess the conflict using assertiveness and cooperativeness as explained by Womack; "Assertiveness refers to an attempt to satisfy one's own concerns while cooperativeness is as attempt to satisfy the concerns of another" (Womack, 1988, p. 321-322). Therefore, it is very important to have the ability to be able to adapt to the conflict in front of you, ensuring conflict can be kept to a minimum or resolved as quickly as possible. This can be the difference between using unnecessary force and/or a complaint being made, to effectively

addressing the person(s) needs and/or avoiding risk overall when in response policing. To efficiently action this, a person has to be proactive in their decision-making.

This is where the NDM becomes a fundamental part of the whole conflict management process. The NDM enables police officers and staff to make and apply a suitable decision to any operation, situation, person or group of people, whilst also being able to justify their rationale for acting on that chosen decision and why. The model includes the 6 key elements of information and intelligence gathering, threat assessment, the use of policies and powers, identifying the options available, taking action and reviewing what has happened, and with the "Code of Ethics at the heart of all police decision making" (College of Policing, 2014). This allows a member of the police service to make effective decisions whilst adhering to the policing principles and standards of behaviour and keeping up the public confidence in the police. I will apply this in my writing when reflecting back on my experience.

At briefing, my tutor and I were made aware of a male suspect wanted on suspicion of stalking his ex-partner. He had reportedly chased after the ex-partner in his car and attempted to gain entry to the vehicle. He had then proceeded to punch the car door multiple times when unable to gain entry and take his son. In the days leading up to this incident, the suspect had sent a series of threatening texts to the victim (ex-partner) after being told he could no longer have direct access to his son, due to his erratic behaviour and unsuitable lifestyle. The victim (ex-partner) had informed us that the male suspect had no fixed abode but, told us where she believed he worked.

Using this intelligence, we went to the suspect's workplace and spoke with reception and the various departments on the premises to pinpoint exactly where the suspect was employed. Once this was confirmed, we advised the manager to call him back to the headquarters and not specify why. I believe we utilised this intelligence to our advantage, as we would have struggled to locate the suspect without knowing his residence and this way we were able to locate the suspect more easily. However, by talking with the different departments, we spoke to several of his colleagues and did not take into consideration that they could have been his friends. Because of this, I saw one of the employers call the suspect directly and warn him that the police were here. This could have caused the suspect to make off and not come to headquarters, but luckily this was not the case. Upon reflection, it may have been better if we had involved fewer people.

Once we had received word that the suspect was on his way back to reception, we positioned our van slightly out of sight and stayed inside. This was a tactic to prevent causing a scene and give the suspect a reason to make off upon arrival. A few vehicles had arrived at the same time so we were not completely sure if he was there, but thanks to another employee, we were informed that he had arrived. I believe I could have been more proactive when the multiple vehicles had arrived by getting out and looking for suspect, he made have had less opportunity to make further abusive calls to the victim. Fortunately, the victim had only been on the phone for three seconds with the male suspect and had declined the rest of the call attempts, so it had not caused her anymore distress than before as confirmed when taking a second statement.

We approached the vehicle and asked him if we could just have a chat somewhere more private, to not cause him any more embarrassment in front of his colleagues. He came with us to the police van and I asked him if he would prefer for us to drive round the corner and speak somewhere even more private. The suspect refused to leave his work premises and did not want to go anywhere with us. He asked why we had come to his place of work and I explained that we had no fixed address for him and that we had had to resort to speaking with him here. I added that we would have preferred not to have arrested him like this. I felt

it was key to be as polite as possible to keep the suspect civil and amicable at all times, to make the process of arrest easier for everyone.

When I began to place the male suspect under arrest, he stated he knew what it was about and continued to interrupt us, whenever my tutor or I spoke. I felt we both dealt with this very calmly and professionally throughout, as we wanted to remain level headed so that we were able to make the right decisions and could anticipate the suspect's actions. As I continued to make a lawful arrest, the suspect became verbally resistant by swearing and raising his voice. At this point, I raised my voice and told the suspect to let me finish speaking. I knew it was important to make sure I covered all the points to make it a lawful arrest, as stated in S24 of the Police and Criminal Evidence Act 1984 and Code G. This was because the suspect needed to understand the grounds under which he was being arrested and the importance of being placed under caution. The suspect went quiet for a little while, but once again started to interrupt me as I was speaking. After multiple times of telling the suspect to let me finish speaking, I was finally able to finish, but the suspect started getting more irate, stood up and said he had to collect his belongings first.

My tutor stepped in at this point and calmly tried to explain to him that if he remained compliant and listened to us peacefully, then it will avoid further embarrassment by him causing a scene in front of everyone. Unfortunately, the suspect continued to raise his voice and argue with us. My tutor decided it was best to place the suspect in handcuffs for our safety, as he was not going to come with us compliantly. The suspect did not make it easy for my tutor to handcuff him to the rear by twisting his arms and moving his body. At this point, I had to step in on the other side to hold his left arm down and finally my tutor was able to place him in handcuffs.

The suspect's colleagues had come over at this point to tell him to calm down and explain it was not worth acting up. Looking back, I believe that his colleagues surrounding him may have helped calm the suspect down. However, it was not the best-case scenario overall, as it was also quite difficult to speak and communicate clearly with the suspect directly as everyone was talking all at once. My tutor conducted a S32 search (PACE 1984) on the suspect and only found personal belongings. This search was to ensure that the suspect had no item on him which he could have used to harm us or himself. After placing the prisoner in the cell of the van, my tutor went to collect his belongings from the other vehicle. However, his colleagues were trying to intervene by asking why he was being arrested. Once all his belongings had been collected, we escorted the prisoner to custody.

On reflection of the incident, I believe what went well in my communication with the suspect was how I ensured I asked the person direct closed questions to confirm his identity. I spoke clearly and calmly throughout the arrest, even when the suspect interjected multiple times. I kept a level head and used a more authoritative tone of voice to instruct the suspect to let me finish when he interrupted. I also made sure that the suspect was given every opportunity to be treated fairly and respectfully by asking if he wanted to speak with us somewhere more private that was away from his colleagues. I believed I was able to adopt a collaborating conflict management style at this point.

Unfortunately, the suspect refused to leave the work premises which made things rather difficult for us when carrying out the arrest. I made sure that my body language (non-verbal communication) was composed - with a few examples being; ensuring that my posture was relaxed, I spoke in a calm and clear tone and I made eye contact with the suspect. This meant I communicated with the suspect assertively. This style is described as when "individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others.... while being respectful of the rights of others" (UK Violence Intervention and Prevention Centre, 2017). Unfortunately, the suspect refused

to cooperate so my communication and conflict management style needed to be of a 'competing' nature.

What I believe did not go so well with my communication, was that I was that my listening skills were not sufficiently active. The suspect was clearly frustrated about not being able to collect his belongings when we arrested him so, it may have been better for me to offer to do so on his behalf. This could have avoided the situation where he got irate, argued with us and tried to leave the police van. I was not always calm and clear in my speech as I stumbled on the caution, so it showed that I may not have been fully confident and in control to the suspect. Also, my tutor had to step in a few times as I became more passive by not speaking up and averting eye contact, as I let my nerves get the better of me. This can be described as "Passive communicators will often fail to assert for themselves.... fail to express their feelings, needs, or opinions... tend to speak softly or apologetically" (UK Violence Intervention and Prevention Centre, 2017). This gave the suspect the opportunity to interrupt me and not listen and let me finish what I was saying. I know that I need to take be more confident in my abilities and that will improve time and experience.

Finally, as mentioned before, it would have been a lot better to have removed the suspect's colleagues from the situation completely. This could have been achieved by either insisting on the suspect coming with us and being out of sight, or for me to instruct the other employees to step back and remove themselves, with more forceful body language. Examples being; holding a stronger stance, raising the volume of my voice, adopting a more commanding tone and even gesturing for them to get back when speaking to them. As stated by Mehrabian in his 1970s studies - "Total Liking = 7% Verbal Liking + 38% Vocal Liking + 55% Facial Liking" he suggests that 55% of our communication is non-verbal so our body language accounts for a large proportion of how we communicate and appear to the recipient. This could have made the whole arrest a lot smoother and effective for everyone, particularly the suspect.

After having discussed all of the above, there are many factors that are involved in whether to determine if use of force was necessary, during the arrest of the male suspect. First off, a model that I have not mentioned yet is the very commonly used model – The Dynamic Risk Assessment, which is the process in which "an officer in charge must continually assess any new hazards or risks and reassess any identified existing risks" (College of Policing, 2016). The Dynamic Risk Assessment, the NDM and JPLANE were at the forefront of my mind during the whole arrest and constantly being used in conjunction with one another. I would be asking myself questions such as 'Are there any signs of physical or mental health issues', 'Is the suspect at risk of hurting themselves or others' and 'What is their reaction towards me at this present time?' When the suspect started interrupting me, I felt it was necessary and justified for me to raise my voice and use a sterner tone, as I have previously mentioned. However, as the suspect continued to interrupt me and attempted to leave the van, I believed that by gesturing my hands towards the suspect to direct him to sit back down was proportionate to the situation, as I had informed him several times to let me finish speaking.

As the suspect continued to become more aggressive, my tutor decided to step in to place him in handcuffs. This action can be justified as the suspect was attempting to leave the scene and we both believed the suspect could have become violent due to his ever-increasing hostile demeanour. Unfortunately, with the suspect not cooperating when applying the handcuffs, I then needed to help my tutor by holding his left arm down. With the suspect struggling, he was actually causing himself more trouble and possible harm if the handcuffs had not been applied correctly. Therefore, the use of force was necessary to protect ourselves and the suspect in this case - i.e. Section 117 of PACE, 1984.

By taking Betari's box into account, I felt my tutor and I were both professional and calm towards the suspect. I would have hoped that our respectful attitude and behaviour would have had a more calming effect on the suspect, but, regrettably, the suspect continued to get more irate. We had tried everything in our power to avoid a conflict from escalating but, sometimes there may be situations where this is unavoidable and this model may not always be applicable in these conditions.

In conclusion, a use of force was proportionate to this situation, to protect the suspect, his ex-partner, his son and ourselves and to prevent his escape as well. There will always be incidents involving conflict in my career. It all depends on how I approach the situation and decide on the best course of action at the time and how I apply these strategies to each incident. This will determine whether my action are justified, proportionate, lawful, accountable, necessary and ethical.

Word Count (including all quotes and resource references: 2667/2500 (including 10% allowance)

Task 3

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

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

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

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

As response police officers, we need to understand that every person's role involved in the Criminal Justice (CJS) process is important. To be more specific, I will be concentrating on the victim's role and how integral it is. In order to do so, I will be looking and critically assessing my recent encounter with a victim who has been, and is still currently, the subject of stalking and harassment from her ex-partner, for some time, and how it has affected her, the rest of her life and her loved ones. I will also address the vulnerabilities she has suffered from due to these events, and the vulnerabilities she already had - which I will expand on further, to see if they could have made her susceptible to victimisation. Furthermore, I will outline the many investigative steps I took to ensure the victim was dealt with fairly and respectfully by discussing my responsibilities and the procedures I carried out to safeguard her. This evaluation will reference various legislative contexts such as the Victim's Code of Practice, Victim Personal Statements (VPS), the Policing Code of Ethics and other methods to support the victim.

In order for a police officer to fully support and help the victim through the CJS process, they need to understand what a victim is and what support they require. A victim is described as "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence" and this can include close relatives who have lost someone from a criminal offence (Victim's Code of Practice, 2020). Victims are also key witnesses to criminal proceedings as they are "one who sees, know or vouches for something, or one who gives testimony, under oath or affirmation in person" as defined by Black's Law Dictionary (1891, cited by College of Policing, 2013). In other words, the victim can make or break a successful prosecution to bring the criminal to justice by providing the relevant information, intelligence and evidence. Therefore, it is imperative for the victim to feel respected and safe with the police so they are more willing to engage with

the CJS system and provide the 'best evidence' available to be presented in court. To achieve this, there are various procedures in place to support the victim.

Firstly, it is important for police officers to understand that it is vital that we must accurately record the victim's needs and any agreements made to ensure the smooth process of the criminal investigation. This can be done by adhering to the Victim's Code of Practice (2015), which is a legal document setting out the minimum level of care and service expected for victims of crime from organisations, i.e. the police. It outlines the rights of the victim during the CJS process including; providing information on the CJS process, the right to give a Victim Personal Statement (VPS), to be updated with the investigation as it progresses and to be referred to victim support for specialist services – these just being a few of the key rights.

To elaborate further, the VPS gives a victim the opportunity to express how they feel and have suffered from the criminal offence and its broader affects. This gives CJS agencies the ability to understand the support the victim requires and can influence the sentencing on the offender in court. This is part of the referral to Victim Support – i.e. a national charity that provides free support and advice to the victims and ensures that they get the relevant support they need. Another form of support is to include special measures for the victim/witness when giving evidence in court, such as screens and Live TV links to name a few. These are outlined in the Youth Justice and Criminal Evidence Act 1999 and help assist vulnerable and intimidated witnesses. I will go into more detail with this later.

Another new support method that has been heavily encouraged, and which I plan to try and use more in the future, is the LIVEFREEFEAR helpline. This is a Welsh government scheme that provides "help and advice about violence against women, domestic abuse and sexual violence" (LIVEFEARFREE, 2021). They operate 24/7 and can be contacted in multiple ways for the ease of the victim. Finally, there is pilot scheme called the Victim Hub – a specialist department created where they "take responsibility for cases following the charge of standard and medium risk domestic perpetrators" and "The aim is to reduce attrition rates of domestic abuse cases following charge, and to maximise opportunities for safeguarding of vulnerable victims." (Loosemore, SWP, 2021). The reason I have gone into so much depth with the different victim support methods is because I wish to show my understanding of what is available to me to ensure the victim feels fully supported and because I will be referring to quite a few of the methods when reflecting upon the incident.

My tutor and I were made aware of a reported incident where a female had called in to state that her ex-partner has been harassing her with frequent threatening messages and he had caused a distressing altercation. Upon arrival, the victim's mother and youngest child were present at the property. Therefore, I had to think carefully and tactically as to how we were going to gather sensitive information with vulnerable persons being within earshot. My tutor and I asked if the youngest child could go upstairs while we discussed the allegation. The victim asked her daughter to go upstairs but she kept on coming down, delaying the process. I feel at this point I could have been sterner with my request and made it clear that it was imperative that we obtain this statement in a timely fashion due to the severity of the allegation. On reflection, and as this was one of the first cases that I was handling, I was still not very confident and I know I need to be more authoritative. I believe that I would have handled this much better now, with the experience I have had with the public, victims, witnesses and suspects. Luckily, my tutor made the right decision to keep the child distracted while I spoke with the victim. He kept her occupied by engaging her in conversation and entertaining her. I felt this was a strength, on my tutor's part, as this gave me the confidence to speak with the victim on my own, knowing that the child would not be actively listening to my discussion with the victim. This gave me the push I needed in order to build my confidence.

When I first asked the victim to go over what had happened, I noticed that her attention kept getting diverted by other thoughts – she would go off on tangents and start talking about a different topic. I had to repeat myself by asking the same questions to bring her back to our discussion. We started taking her statement and this is when the victim informed me she suffered with anxiety and depression, as well as Attention Deficit Hyperactive Disorder (ADHD). The medical definition by the NHS states that ADHD “is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.” (NHS, 2018). Common symptoms of ADHD in adults include a difficulty in paying attention, randomly interrupting others and an inability to focus. I believe this was a strength on my part as I recognised these symptoms immediately. This is an interest of mine, due to my personal experience, so I ensure I keep myself well informed in the areas of mental health and learning difficulties.

The more I spoke with the victim, the more I noticed these symptoms. I realised at this time it would best suit the victim to have an enhanced service and to be considered a vulnerable witness. As stated in the Youth Justice & Criminal Evidence Act 1999 (YJCEA), a vulnerable witness is defined as anyone who:

The court considers that the quality of evidence given by the witness is likely to be diminished by reason of any circumstances falling within subsection (2)... that the witness... otherwise has a significant impairment of intelligence and social functioning.

(YJCEA 1999, UK government legislation, 1999)

Before she went into detail about the incident, I conducted an initial victim risk assessment and deemed it appropriate to explain what the victim was entitled to due to the severity of the crime; that being Enhanced Rights under the Victims Code of Practice. I discussed the support options available to her, such as the VPS, the victim support referral to partner agencies and the special measures. The victim agreed to all this as she was aware it would help her due to ADHD and other conditions that she has. I also described the CJS process, what to expect next and that I would be in touch with her within 1 working day with any updates concerning the case such as; arrest charging decision and bail conditions.

The victim went on to describe how she had been separated from her ex-partner for approximately 8 months and that the 8-year relationship had been a catalogue of verbal and physical abuse from the very beginning. There were occasions involving the victim being dragged across the floor and an attempt of strangulation during this time. The victim stated the reason she has never previously reported any of this to police was because she had not wanted to involve or upset the kids when they were younger and had not always had the best experience with the police. From the beginning, the ex-partner was frequently messaging her. This reached the point where she would have to constantly block mobile phone access with him, only to have to unblock access to organise childcare. During periods where he was blocked, the ex-partner would then proceed to send emails instead to get in contact. As the months went by, the communication got more threatening and abusive because the victim was not replying quickly enough, in the ex-partner's opinion. The victim explained that she tried to take control of the situation, before it got worse, by organising specific times and days when the ex-partner could get in contact with her to arrange to see the children, but the ex-partner would never adhere to this and ignore the arranged schedule. From my training and notes, I deduced that the victim was suffering from repeat victimisation – ‘a victim of the same type of crime more than once in a 12 month period’ and that they are less likely to report this to the police (definition taken from my personal notes). There may be many reasons why the victim felt like she could not have reported this to the police. Some examples being: ‘being too embarrassed to tell anyone’, ‘being discouraged due to a

negative experience with the police' which can then lead to 'believing the police would or could not do anything about it in the first place' (information from my personal notes).

The victim then went on to state that her ex-partner had sent her a rather long audio message that was very threatening and abusive. I listened to this message. In order for me to write it word for word for her statement, I had to keep rewinding and listening to the recording over again, at quite a high volume, as the ex-partner spoke very quickly throughout the message. In retrospect, I feel this may not have been the most suitable idea, as the child was within earshot and probably would have noticed the loud, repetitive audio message being played. I believe it may have been better to have gone into another room or, as I mentioned above, asked for the child to go into the other room just while I played back the audio. I believe that these options will become obvious to me, in a similar situation, as I become more confident in my abilities as a police officer. I will try and be more tactful in these situations.

The reason the victim had finally decided to report this incident was due to the severity of events that occurred earlier that day. The victim stated that her ex-partner had brought one of their sons back from football practice and that he had a gift for their daughter. He had come to the back gate and had then given the daughter the gift. However, the ex-partner then proceeded to call the victim and state he wanted to see her. The victim realised it was him straight away and started heading to the back garden gate when she saw the ex-partner kick the gate open and come into the garden stating he wanted to take the children on a trip. There followed significant verbal abuse from the ex-partner. The victim asked him to leave and he did so, shortly after. The ex-partner then sent a text message blaming the victim for his actions.

Since my initial encounter with the victim, I have made sure to keep her updated with every step of the process of the criminal proceedings. Such as informing her when the suspect had been charged, what date his conditional bail was granted until, and how the bail condition process worked. If there was no update to pass on to the victim, I still called just to check how they were getting on. I do this every time I am on shift and have also reminded the victim of the LIVEFEARFREE helpline, which she can call to obtain the help and advice she may need 24 hours a day, 7 days a week.

After speaking to the victim, I believe I adhered to and applied the professional standards of behaviour of 'Equality and Diversity' and 'Authority, Respect and Courtesy'. This is evidenced by my treating the victim with fairness and ensuring that I did not discriminate when learning of her learning difficulties and her mental health. Instead, I actively listened and took her difficulties 'on board' to ensure this was taken into account when making her statement. I was able to do so by explaining how the CJS process worked, what support was available to her and making sure that the whole process was easier for her. I made her aware of new victim support methods, such as the LIVEFEARFREE helpline (as mentioned above). From the whole experience, I am satisfied that the rights of the victim were respected and that my "Duties and Responsibilities" were exercised diligently. Moreover, I was always honest with the victim about my role in the CJS process and that I would personally always be honest with her and try my utmost to get the best outcome for her. Overall, I feel I accomplished the policing values of 'Public Service' and 'Transparency'. However, I will admit that I found it difficult to remain entirely impartial. I felt I that I empathised more with the victim, after hearing what she said she had gone through, during and after the relationship. I will ensure that I remind myself, in future, to remain impartial even when supporting the victim. I need to understand that I may not necessarily be seeing or hearing the whole picture.

The purpose of this workbook task was to critically assess an incident I was called to where I considered all social and legislative contexts, as well as adhering to the Victim's Code of

Practise when supporting a victim through the CJS process. In conclusion, I believe I have achieved this as I dealt with the victim well in relation to being respectful and compassionate to their needs and rights. More specifically, in this scenario this is in reference to the victim's ADHD and other mental health issues. I feel that due my background in mental health and personal experiences, I find myself able to quickly emphasise to each victim's individual needs. I have ensured I fully researched the victim support methods so I am able to readily give this information available to any victim and witness and I also plan to keep up to date for any new support methods out that arise.

Word Count (including all quotes and resource references): 2693/2500 (including 10% allowance)

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

Reflect on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In my career, I will come across a range of incidents that will involve an open mind and difficult decision-making, depending on the situation. In this workbook task, I will be looking at a range of models and practices that support and highlight how effective decision-making is in response policing. I will also assess how important it is to conduct fair and effective investigations by adhering to the legislation known as Criminal Procedures and Investigations Act 1996 (CPIA). This will be done by reflecting on their use in relation to a specific incident that I attended where ever-changing decisions were needed.

The National Decision Model (NDM) is an integral decision-making tool for any police officer and staff member. It contains five key, interchanging steps with one element being at the centre of it all. The first part is 'Gathering Information and Intelligence', followed by "Assess Threat and Risk and Develop a Working Strategy" with the next stage being to "Consider Powers and Policy". The next step is "Identifying Options and Contingencies" and the fifth element is "Action and Review". Finally, all these elements work in conjunction with the Code of Ethics.

Discretion is a very handy tool for making decisions for any police member as other methods may not be the most appropriate. It is about applying your professional opinion to come up with a different result that is the best for all parties involved. Discretion can be defined as the "use of professional judgement and action, gives one authority to decide and choose and selecting the best course of action after considering all of the alternatives" (taken from my notes). There are many factors to deliberate, but the main ones to keep at the forefront of your mind is whether this process will result in more positive outcomes; i.e. a reduction in crime and an improvement in community and public perception.

The CPIA (Criminal Procedures and Investigations Act 1996) is UK statutory legislation that “sets out the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation, and related matters” (*CPIA Revised Code of Practise*, 2015). The act also provides definitions of elements involved in the criminal proceedings - most importantly, what a criminal investigation is and what this includes. It also details the responsibilities expected by the police in conducting these investigations.

Unconscious bias is a key thought process that response police officers need to constantly be aware of when dealing with people involved in an incident. This is defined as a bias that “happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences” (Blackpool Teaching Hospitals NHS Foundation Trust, 2021). It is imperative that police officers refrain from doing this and do not discriminate or have any prejudice towards the person, whoever it may be.

The reason for going into so much detail regarding the decision aid tools and CPIA is to show my deep understanding of them all and what I took into consideration for the incident I have chosen.

My tutor and I were assigned to a G1 call for a concern for female who had recently absconded from the local hospital and had made threats to harm and kill herself. Whilst en-route, I ensured that I checked for any warning markers on the female, so I was prepared for what I may face. Her warning markers came back that she suffers constantly with her mental health, has been suicidal before and is known to take drugs. I had also been provided with intelligence by a colleague that the reason she had been in the hospital was because she was being treated for her mental health, after a recent drug overdose. I thought these were vital factors to be aware of and could be key influences on how my decisions were made.

Upon arrival, we checked the local area around the hospital and were told that a staff nurse had gone out to look for the female, in the meantime. My bronze inspector had provided me with the number to keep in contact with the nurse and I tried to call her straight away. First time it went to voicemail, but I knew I had to keep trying as it was imperative to know if the female absconder had been located and had not harmed herself. The nurse answered on the second ring and she said she was with the female but keeping her distance. She had been able to convince the female to head back to the hospital. The nurse stayed in touch with me and stated that the female had stopped on the footbridge and had made threats to throw herself off. I believe I was right to have gathered as much information and intelligence as possible as it provided me with a good platform from which to conduct a thorough threat assessment, whilst trying to keep everyone safe to ensure the continued safety of the female concerned.

As we approached, the nurse then informed me that the absconder is hesitant about police approaching her, due to a past negative experience, so my tutor and I discussed our options. We know the female to be suicidal and threatening to hurt herself, so I started asking myself - would it be best for us to stay in the vehicle or for us to slowly approach the footbridge? We also know that we have colleagues coming to help us so, would more police presence cause the concerned female to feel more threatened? Would the staff nurse be able to stay in contact with me so we knew when appropriate to approach the female? I deemed the incident to be a high-level threat due to the threats to harm herself and the potential to possibly hurt others in the process. In this situation, a dynamic risk assessment was needed as the incident was happening in fast time and there were a number of ever-changing risk factors, so quick decisions needed to be made. I was glad I was asking myself all the right

questions, but I did find myself faltering and questioning the best action to take, instead of trusting my instincts.

Next, I needed to start thinking about my powers and polices. I had a feeling that a level of force was going to be needed, due to the concerned female's hesitance with police, so I started considering Section 117 PACE. Section 117 PACE is defined in legislation as:

...confers a power on a constable; and...does not provide that the power may only be exercised with the consent of some person, other than a police officer, the officer may use reasonable force, if necessary, in the exercise of the power.

(Police and Criminal Evidence Act, 1984, Section 117)

I thought this action was appropriate, as there were rising concerns that the female was going to jump off the footbridge and possibly hurt the hospital staff if they tried to prevent this. I also needed to think about the risk of harm that could happen to my fellow colleagues and myself - did we need to be 'hands on' with the female? I also racked my brain for any powers available to me regarding people's mental health. I will admit that my tutor did have to remind me of the legislation in place as my mind was coming up blank, i.e. Section 136, Mental Health Act 1983. This outlines that a constable is able to "remove the person to a place of safety... or... if the person is already at a place of safety... keep the person at that place..." and this is only the case if the person appears "to be suffering from a mental disorder" (*Mental Health Act, 1984*).

I then started to consider the contingencies, such as; did I have sufficient information to make the right decisions and what would I need to do in case the concerned female were to make off? Would it be best for me to run after her, would the rest of the team run after her as well, or would it be best to be strategic and arrange ourselves around the area to stop her? My other team members had now arrived and were positioned on the other side of the footbridge. We already knew that the paramedics and the staff nurse were with her so would it be better if we left her with them as she was comfortable with them and just stay back? I was really questioning this last matter as I wanted what was best for the female but I know my job can entail having using force and restraint in order to prevent harm for the persons involved and others. I knew I have a duty of care to the public.

We had been notified by control room that the female had agreed to come back to the hospital and was making her way down the footbridge. She was already aware of our presence below the footbridge so we were hoping she would let us escort her back to the hospital as long as we kept back. Unfortunately, that was not the case and she made a run for it into the nearby subway system. On instinct, I immediately started running after her, as I was confident I could have caught up with her due to my running background, however, my tutor called me and said it would be better to drive around the area to try and find her. We scoured the exits from the subway system but were informed that the female had made her way back to the hospital grounds and our other two colleagues had been able to restrain her. Once we got there, I saw that the female was 'acting out' and was shaking. We helped restrain her and push her to the floor with me putting my weight on her legs as she laid on her front. My colleague then placed her in hand cuffs and told her to calm down, otherwise she would hurt herself.

This was a shock to me having to do this as this was the first time I had to be physical with an involved person, but I did not question it for long as my training kicked in. I was quite pleased with myself that I did not feel any fear and could jump straight into it like it was a natural instinct. The concerned female could have made off and proceeded to harm herself or even others. However, I believe that by looking back on my initial action of running after

her – it was not the most appropriate reaction because it was just me running after her and I would have eventually have tired. Also, I realised that if I had caught up to her, I do not think I would have been able to restrain her for long, whilst also trying to communicate to my colleagues over the radio. I had acted on impulse. Luckily, due to my tutor's experience, he had made the best decision for the situation. I probably would not have repeated this action if a similar incident were to arise.

Once the female had started to calm down, I detained her under S136, MHA 1983 and my colleagues and I escorted her to a local place of safety. My tutor and I stayed behind until the mental health staff were able to relieve us and detain her under S2, MHA 1983. Unfortunately, this was not going to be for a few hours as they needed to find suitable accommodation for the female. During this time, the female was relatively calm, however sometimes she would become volatile and proceed to hit her head against the nearest walls, while we waited. I had to repeatedly use my discretion by asserting that I would rather not place her in handcuffs, if she were to stop harming herself. Over time, the female began to listen to me more, as we talked to each other, and I learned how to handle her better. The female was getting quite frustrated with not knowing what was going to happen to her, so I kept talking to the hospital staff. Regrettably, this was not a speedy process and I could empathise with the female's frustration. I decided it would be better to reason with her so I explained that I understood her irritation and that the team were trying to find the best solution for her. This seemed to improve the situation for a little while, but I had to keep repeating the process. Frequently, she would threaten to harm herself and I had to use my judgement to realise that this reassurance was the best course of action for now. Eventually, the female was detained with the mental health staff we were able to make ourselves available again.

In regards to using CPIA, I started taking notes in my EPNB of the information being handed to me as the situation was unfolding, in case I needed to refer to it later when updating my paperwork or I were I to come across this female again. Therefore, I was able to record the information appropriately. Later after the incident, I attached all my notes to the occurrence so that they were for future reference, for any officers that may have needed the information. I believe that the retention of the information of the female's warning markers and any notes made by an officer is useful as it gives any officer an idea what to expect and to start using the NDM, even before they arrive. I was then able to use my notes and review my body worn video footage to detail the concerned female's demeanour, when updating the MISPER report and submitting a Public Protection Notice. In this case, no material was going to be revealed to a court prosecutor, but this information would be there if they ever needed a record of the female's history in case an investigation were to evolve.

Unconscious bias is a complicated matter and I will acknowledge that when reading the female's warning markers, I was finding myself thinking that the female must have not had the best upbringing and had come from a poorer, uneducated background. I immediately stopped myself, as I knew this was not the right way of thinking. I needed to treat her with 'Authority, Respect and Courtesy'. I knew that I must treat everyone with fairness and impartiality, regardless of their background and behaviour. I know that I fulfilled the requirements of 'Honesty and integrity', as I thought it was best not to immediately tell the female she was going to be detained once again. Especially when she believed she was going to be let go. I was mindful of what her reaction would be when she discovered this and may have continued to hurt herself as a reaction to her anger. I knew that my Duties and responsibilities' as a police officer were a priority, to protect the concerned female from harming herself again. I believe that with more contact and time spent with individuals from all walks of life people can be better understood just by talking with them, to comprehend their 'differences and difficulties'. One study of inter-group theory proves this stating, "that

greater intergroup contact is generally associated with lower levels of prejudice” (Pettigrew and Tropp, 2006).

Overall, the NDM and discretion was heavily used throughout my involvement with the incident and I used it as best as I could in the difficult situation. There were elements I would do different next time, but I know that will come with more time and experience. I would say that my CPIA responsibilities were not utilised as fully as I would have liked but this was one of those scenarios that did not really call for it. However, I always ensured that the information was recorded appropriately and I took into consideration the retention of the material when reviewing it all. I do believe this call tested my bias towards the concerned female, but I know that I ensured I opened my mind and adhered to the policing values expected of me as a response police officer to uphold public confidence and leave a good lasting impression with the people involved.

Word Count (including all quotes and resource references): 2693/2738 (including 10% allowance)

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Attitude in conflict management situations	I will put myself in more situations involving conflict such as CAD and the more G1 calls I go to. I know that if I have any queries I can run through possible scenarios with my team and other police colleagues.	My colleagues and my supervisor – they have already made me feel comfortable and part of the team, which then in turns make me relaxed and confident in myself to handle difficult encounters.	Indefinite – I think this will be down to time and experience.
Prioritising my workload - every now and then, I think I am still getting hung up on cases on my workload when I want to deal with them straight away.	By learning and understanding that they are not the priority at the time when there are more crucial matters to be dealt with and each case will be completed in good time.	Myself and advice from fellow colleagues	Ongoing – better time and case management with time and experience.
Confidence in myself to do the job well	As mentioned before, I feel this will come with time and experience, as I will be able to reflect back on a similar situation. This way I will be able to determine how I managed that incident well or what I can do differently this time.	Myself	Ongoing – with time and experience.

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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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Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: __ SOPHIE HASTINGS __ (Learner, Electronic signature or type name)

Date: __19/06/2021 __