

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent 1000 words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

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

ANSWER:

In this task I shall be discussing and comparing different coping strategies which I used to help me in my initial 6 months as a Police Constable to build resilience and keep my stress levels to a minimum.

First, what is resilience and why is it important to police officers. Well according to Amit Sood, MD and the executive director of global centre for resiliency. Resilience is “your ability to withstand adversity and bounce back and grow despite life’s downturns.” (Hurley, Everyday health, 2022). As a police officer we are privy to a lot of traumatic situations in life that a general member of the public will never experience in their lives, so it is vitally important we build up resiliency in order to cope mentally and physically with the demand of the job. People who lack resilience are open to feel overwhelmed and this can have big impacts on that person’s day to day lives.

What is stress? Psychology Today says, “Stress generally refers to two things: the psychological perception of pressure, on the one hand, and the body’s response to it, on the other which involves multiple systems, from metabolism to muscles to memory.” (Psychology Today 2022) Stress can lead to several health problems both mental and physical. Stress can cause you to have a lack of sleep which will then have a knock-on effect to for work/ day to day activities the next day, which can then lead to a more sedentary lifestyle. “Signs of work-related stress can be physical and psychological, including Anxiety, depression, difficulty making decisions, fatigue, headaches, heart palpitations, mood swings, muscle tension and stomach problems.” (Scott, Verywellmind, 2022) If

stress goes unmanaged it can lead to disinterest in the job which will affect performance and can impact personal relationship, therefore identifying when you are stressed and being able to cope effectively is important to us as individuals and police officers.

I will now discuss my coping mechanisms to stress and how I developed my resilience to cope with the demands of initial training and learning to become a police constable. In this task I will discuss 2 ways I coped with stress and build up resilience. The methods I will be discussing are goal setting and holding myself accountable to exercise physically and mentally.

The first method I will discuss is the fact I set myself goals through the course of training. This would be in the form of learning definitions of offences by a certain date and setting myself target marks in exams and in the form of developing my performances in the practical situations we encountered. I realised early in training that there is going to be a lot of information to take on so in order to not get overwhelmed I wanted to set small goals throughout training to keep me on track and to develop at a steady pace. Goal setting theory refers to the effect of setting goals on subsequent performance. Researcher Edwin Locke found that individuals that set specific goals performed better than those who set general easy goals. "5 effective goal setting principles: Clarity - A clear measurable goal. Challenge – the goal must have a decent level of difficulty. Commitment – Put deliberate effort into meeting this goal. Feedback – If the goal is proving to difficult adjust the timeline or difficulty. Task complexity – if it is a complex goal make sure you give yourself enough time to complete the task." (Latham,G.P,Winters,D & Locke,E.(1994). I found myself to be motivated more regularly by setting myself short term and measurable goals. For example, in the first exam I set myself a target of 70% even though the pass mark was 40%. I did not want to be stressed about reaching 40% so if I set myself a higher goal. I would put more work in and achieve the pass mark easily. I achieved 71% this made my attitude to learning greater and had a positive impact on my initial training as I felt by setting goals and achieving these goals my stress levels were kept to a minimum as I was regularly achieving positive outcomes.

As I Police officer I knew I would have to be physically and mentally fit. Throughout training I made sure I kept myself accountable in the gym or even getting out and going for walks. To mentally challenge myself I played a lot of chess. I used chess as it is a problem-solving game that requires you to make decisions to fast moving situations on the board. I could see many similarities to chess and policing situations as in policing you are not sure what the people you are dealing with are going to do next just like chess you have to be reactive to your opponent's moves. I also enjoyed the game as it allowed me to play if I was feeling stressed to take my mind off work. Kaoori Chess (2019) tells us that "Playing even one game of chess can actually reduce stress levels in your body."

To be a police officer it is important to be fit physically so I made sure I would go to the gym at least 3 times a week. My training would vary between weight sessions, Hiit workouts and cardio activities. I would find the gym an excellent location to develop my resilience and relief stress. When I would struggle to lift a weight yet continue to try until I achieved this. It was a great way to build my resilience as I tried and failed multiple times but did not give up, I would go back and try and try again until I achieved what I wanted. This was the same when learning the definitions of offences, it took weeks but by practicing and working on my memory I was able to achieve my goal of learning them.

In conclusion the above 2 strategies helped me cope with the demands of initial training and develop my resilience and minimise my stress levels. Goal setting enabled me to break down the course into small pieces, so I didn't get overwhelmed and stressed and going to the gym helped my resilience as I had to try and fail multiple times to reach target weights on different exercises, I learned to accept failing but persevering until I reached my goal.

I feel these methods have helped me in different ways to develop as a person and complete the initial training successfully with minimal stress and heightened levels of resilience.

Word Count – 1082

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 is a part of policing which will never go away. There will always be conflict in this role as we are at some points removing people's liberty and not everyone takes kindly to this. Not all conflict comes from offenders. Victims may become aggressive or violent due to the traumatic experience they have gone through. The emotions people have can cloud their judgement this is known as the red mist "Used to reference a fit of extreme anger that temporarily clouds a person's judgement" (Cambridge dictionary, 2022). Due to the constant nature of conflict officers are faced with it is vital that the organisation has effective policies and continually assesses these in order to maintain the public's confidence in how we deal with such instances and to protect ourselves when these situations arise. Policy must also be in place to hold officers accountable for their actions as if the public do not consent to us using force in the appropriate way, then we will not be able to police at all.

I will now summarise the incident I am using to answer this task in relation to conflict whilst conforming to data protect regulations. I will then assess my role in the incident and reflect on the incident to see how I can improve from the situation and develop my skills so that next time something like this happens I will either be more prepared or act in the same way if appropriate.

Officers received a call from the local NPT sergeant saying he had arrested a male for possession of a bladed article, the nature of the offence will become more important as the incident goes on. The NPT sergeant then requested a police van with a cage to come down and assist with the transportation of the male to custody. My colleague and I made our way down in the van to assist. Upon arrival the male is seen handcuffed to the rear and seems in an agitated mood, he is shouting and swearing in the presence of the officers that have arrested him. I asked the officers if a search had been carried out to which they said "yes" So I placed the offender into the back of the van. My colleague began to drive to custody, and I was sat in the back watching the male. A few moments later the male moved his hands under his legs, so the cuffs were in front of him. He has then proceeded to take a phone from out of his pocket and started to text someone, he has also then removed a pointer from his other pocket and tried to cut himself with it. I told him many times that he had to put the phone away however he did not, I also tried to get him to stop hurting himself with the pointer, he also refused shouting "come and make me see what happens". I told my colleague to stop the van as we had to access the cage to remove the items. We made our way to the back of the van and opened the cage door. We told the male that we were going to take the phone. It is at this point he became extremely aggressive and violent. My colleague quickly grabbed the phone. It is at this point he kicked and punched my colleague with the handcuffs to the top of his head. I reacted by grabbing the leg he used to kick my partner and then shoved the offender to the ground before pulling him into the cage and closing the door again. It is at this point my colleague further arrested the male for assault of an emergency worker.

The legislative context is that this male had been arrested for the serious offence of possession of a bladed article which is a statutory offence covered by S.139 Criminal Justice Act 1988 (*S.139 Criminal Justice Act 1988*.) Working in a city centre it is always concerning when you find people in possession of such items as there is a high footfall in members of the public and you never really know the true intention of why someone would have such an item. The male was then further arrested for S.1 Assault on an Emergency worker (*S.1 Assault on an emergency worker 2018*) This section covers common assault on an emergency worker when exercising the functions as such worker. Common assault is when a person inflicts violence on someone. My colleague didn't sustain

any injuries accounting to actual bodily harm so S1 of the assault on an emergency worker was enough.

The social context of this incident is that the original arrest and the assault happened in a very public area with lots of members of the public around and watching. Now remember we only police by consent of the public this is one of Robert Peel's 9 Peelian principles. (To use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public co-operation to an extent necessary to secure observance of law or to restore order, and to use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective) (Home Office,2012) This is important as members of the public were watching the situation unfold, had we not abided by this principle we would have come under scrutiny from the public and this could have also led to discontent and made people lose confidence in the police.

There were no cultural or language issues in this occurrence. The male was a white, English-speaking Welsh male who had a long history with the police.

I will now critically assess my role in this situation using the Gibbs reflective model (1988).

As I have already described the event and what happened I will move on to feelings. I was feeling nervous as soon as I saw the male move his handcuffs to his front in the back of the van and remove a pointer from his pocket. Given the nature of the offence he had been arrested for and two knives found I was worried about what else he might have on his person. I then found it concerning that the male still had items on his person which should have been easily found in the search. I had lost trust in the officer that said he had completed the search as this was a dangerous male and my colleague and I were now forced to confront him as he was pulling items out of numerous pockets and using them on himself. The male had also stated that he would use them on us when we would go and remove them from him. I was thinking about potential injury that could come to me or my colleague, and I was new in service at this point, so this was quite the experience to have.

I like to think I am a good communicator given my previous roles as a teacher and a referee. I tried to calm the male down before entering the cage to take his items. I even tried bargaining with the male but to no avail. It was difficult to build a rapport with the male as he was intoxicated so his reasoning had gone out the window. I could see that the male was agitated and not willing to listen or accept any police advice which is why the situation went the way it did. It was quite frustrating overall as I feel if the original search had been completed correctly then this whole situation would have been avoided as we would have had no need to enter the cage on the way to custody.

Once the male had been dropped too custody I returned to the station, it is at this point I really had chance to sit down and think about the incident. I'd say what went well was my reaction to the male assaulting my colleague. I have heard of officers that freeze in the moment and do not help. On a personal level I feel very happy with my actions and feel I used the just amount of force required in a situation like that. After seeing my colleague get kicked and punched, I quickly got my colleague out of the way then grabbed the offenders' leg and shoved the offender to the floor then into the cage before he could do anymore damage to anyone. We successfully removed the items from the male. What did not go so well was my attempt to reason with the male to hand over his items without use of force. It was not for lack of trying, however due to the male being intoxicated. "The brain relies on a delicate balance of chemicals and processes. Alcohol is a depressant, which means it can disrupt that balance, affecting thoughts, feelings and actions" (Drinkaware, 2022).

I feel I positively impacted the situation as I was able to prevent my colleague from being further assaulted by the male. Things went well as I used the reasonable amount of force to prevent my colleague being hurt and was able to achieve the goal of removing the items from the aggressive male. The officer that did not complete an appropriate search contributed negatively to the situation. Considering the offence in which he had been arrested you'd have liked a better search to have been completed or at least tell officers that he still has items on him prior to conveying the offender as this could have escalated massively even more than an assault on an emergency worker due to the poor search of the arresting officer.

I have learnt a lot from this situation, mainly to properly search people if they are being conveyed as this may escalate in way you would never have thought. This would not have happened if the officer informed us, he still had items on his person or had seized items found during the search. I am happy with my actions in this situation I helped a colleague in need, and I hope I will react in the same way again if this should ever happen.

As action plans go, I feel next time I would communicate more with the arresting officer and ask him did he find anything else on the person and has this been seized. I would also check with the offender; this may not be successful but at least I can then say I asked the offender and give them the chance to be honest with me. I have also learned that if I find anything in a search, I am going to seize it and not leave it on any offender.

When deciding to use force in this situation there were two models that were on my mind, they were JPLANE and the NDM (National decision-making model). Police use JPLANE in making decisions. JPLANE stands for Justified, proportionate, lawful, accountable, necessary and ethical. If an officer is deciding based outside of these parameters, then it's a decision they should not be making. The National Decision Model (NDM) (College of Policing, 2014). The NDM was developed by the College of Policing (COP) and should be the basis for every decision an officer makes. The NDM is again underpinned by the Code of Ethics (COE) (COP, 2014) the code of ethics sets and (defines standards of behaviour for everyone that works in policing (College of Policing,2014). The NDM surrounds every decision we make in policing from information we receive to the action we take, spinning the NDM for every decision we make is required. The information we receive and intelligence we use to make decisions before we arrive at the situation. We then assess threat and risk to all those involved before deciding the plan of action. Then to consider powers we have and what policies can help us. Then based of that of that we consider the options available to us before acting. Once the situation is over and decisions have been made, we must review and see what we would have done differently if necessary.

A final academic model I will use to reflect and learn from this incident is the “Driscoll model of reflection” (Driscoll 1994) which asks 3 questions:

- 1) What?
- 2) So What?
- 3) Now What?

Driscoll connected these questions to complete a cycle that a learner can use an experience to develop. The first question What? – outline what has happened and who was involved. The second So What? – This asks about your own actions in a situation and asks why you did what you did and do you agree with your actions. Finally, Now What? – This looks at what you could have done differently to have an impact on the outcome of the situation, and will you use your actions here to perhaps use a different method next time or if it worked this time would you act the same way.

WORD COUNT - 2168

Task 3

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

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

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

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

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

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

ANSWER:

The police are an organisation which is trying to become more victim focus and put the victim at the heart of the investigation rather than being offender orientated. "The Anglo-American model of policing that developed throughout the nineteenth century continues to influence developments in professional policing across the globe" (Paterson and Williams 2018 p.88). "We should therefore not be surprised that existing western conceptualisations of policing tend to place victims at the periphery of their concerns, and this should encourage a more globalised interrogation of the meaning of policing. For example, post-colonial perspectives raise fundamental questions about the extent to which genuine democratic engagement and an orientation around victim's needs is possible with policing structures that emerged during a colonial context where their priority was the establishment of a specific political order." (Paterson and Williams 2018 P90) The need for police reform in recent years shows this need for change to get away from focusing on the offender and social order and instead spend more time ensuring the victims needs are met. Even if an offence has been committed but the victim does not want to make a complaint then there is nothing for us to investigate, of course we could look at victimless prosecutions depending on the offence. Therefore, the victim is so important to us and why we as an organisation should be

making sure the process is stress free and as simple as possible for them as interaction with the police could for some people be a massive step they are taking and could very well be the first time, so we must do our best to ensure the victim has a positive engagement with the police as all it takes is one bad experience and their perception could be changed forever.

As the Victim is at the heart of what we do it is vital that there are elements in place to cater for all the victims needs and that their rights are looked after. The victim's code covers the police and Crown Prosecution Service (CPS) including all other aspects of criminal justice. The codes were established by the Domestic Violence, Crime and Victims Act 2004 (Victim Support 2022) As of 1 April 2021 the code has been changed so there are now 12 elements to the victim codes.

You have the right to:

To be able to understand and to be understood

To have the details of the crime recorded without unjustified delay

To be provided with information when reporting the crime

To be referred to services that support victims and have services and support tailored to your needs

To be provided with information about compensation

To be provided with information about the investigation and prosecution

To make a Victim Personal Statement

To be given information about the trial, trial process and your role as a witness

To be given information about the outcome of the case and any appeals

To be paid expenses and have property returned

To be given information about the offender following a conviction

To make a complaint about your Rights not being met

(Victim Support,2022)

I will now talk about a policing incident I dealt with where I had to consider the victim codes of practice and the code of ethics and talk about a few aspects of both areas.

I received a call from PSC regarding a theft/ potential burglary that had taken place. The victim was an 82-year-old woman who was living in assisted living and in the past has had mental health issues. This woman was clearly vulnerable, and I wanted to make sure she received the best service from the police to make her feel safe. The victim had been in hospital for a few weeks and has returned home to find £2500 missing from her safe which was hidden in her flat. She disclosed to me that whilst she was in hospital her niece was given a key to keep the flat tidy and check the mail and the victim believes the niece took the money whilst she was in hospital. There are social issues here as the possible suspect is a family member who is supposed to be caring for this vulnerable woman. If this is the case this could cause further issues within the family. The other aspect is that this was a worker at the accommodation, the woman disclosed to me that she doesn't feel safe, one outcome could be that the women get moved to a new accommodation, but she doesn't want that however if she continues to feel unsafe it may have to happen. Then is the issue of finding somewhere for her to go. This would have to be a multiagency approach to provide the best service for this woman.

This was an interesting case to decide what offence had been committed as Theft is defined as Dishonestly appropriating property belonging to another with the intention of permanently depriving the other of it (Theft Act 1968 S.1) then on the other hand you have burglary which is split into a and b. This case would be b which is defined as A person enters any part of a building as a trespasser, he steals anything in the building or part of a building in question (Theft Act 1968 S.9b). Now if it was the niece that committed the offence seeing as this woman had given permission for the women to enter the flat would this make her a trespasser. If she is not a trespasser, then theft is committed or if she is still trespassing then the offence of burglary is committed.

However, workers of the accommodation would have also had access to the flat. This was made more difficult to investigate as the woman said that this had happened two and a half months ago

but due to her ill health was only just reporting it. This was going to be tough to investigate however the woman was distressed and worried by the whole situation so I was going to do what I could.

There is no culture or Language issues in this case as the woman is a British white woman that speaks perfect English.

I took an initial statement from the woman to gather all the information. During this I knew that she would benefit from being given an opportunity to give a VPS (Victim Personal Statement). A VPS is a further statement which explains the harm and emotional damage a crime has caused to a person. This statement will then be read out to the court before the judge provides a sentence to the offender. Every victim has a right to do this but not all deem it suitable for them.

Another victim code that I felt would be applicable in this case would be, the right to be referred to services that support victims and have services and support tailored to your needs. (Victim Support, 2022) After speaking with the woman I completed a PPN (Public Protection Notice) and filled out an EarlyHelp form. This form is completed by me then sent to the local authority who will then send a person to access the needs of the person and decide if they need any extra help. Given my access of the conditions she was living in and the information she was disclosing I felt it necessary to complete this form.

As part of every incident including a victim there are 4 updates required to be completed on NICHE. These are Victim initial assessment, Victim contact, Victim update and finally Victim outcome. These are important as these are a requirement to ensure the victim is getting the best service possible. The victim initial assessment is a few questions to be completed by the officer and depending on the answers to these questions it will decide what path the victim goes down and what additional help can be provided. Victim contact is contacting the victim on their preferred means and agreeing when the officer in the case will be in touch next regarding the investigation. The Victim update is to be done once you have contacted the victim on the agreed time and

provide them with an update even if there isn't any thing to update them on, contact should still be made to inform them of any progression in the case. Victim outcome is to be completed once the investigation is over even if the outcome isn't what the victim wanted this still needs to be done to give the victim closure.

The Code Of Ethics developed by the College of Policing (COP) in 2014 sets the standard for policing behaviour and expected standard that every officer should adhere too. I will mention a few of these now that are applicable to my incident and how by using them, I maintained professionalism and provided the service needed to the victim.

The first standard of professional behaviour that I will talk about is Equality and diversity. It is vital for police officers to always act with fairness and impartiality. This is shown in this case as the victim was an elderly woman with mental health issues and after doing some work it was discovered she had made multiple claims in the past which turned out to be false. I couldn't take this case for granted and I had to be impartial and treat this case on its own merits. Which on reflection I did do. As the case is still ongoing, I am treating it like it is a persons first or 100th time ringing the police.

Policing principles "Honesty and Openness" go well together and in this incident, I had to be honest and open with the victim in the likelihood of finding the offender of this crime. Due to the fact it happened months ago, and many people have been in and out of the scene since it would be difficult to pin a suspect down. Another difficulty would be that there is no idea on when exactly this crime happened. Even though I knew this information wouldn't help myself or the victim I had to be honest and open with the victim to keep her expectations realistic too. I explained as much as I could about the investigation and my reasons for the decision I was making.

Another professional behaviour is Duties and responsibilities. Although this matter would be difficult to investigate this victim had come to us in a time of need, so I could not simply just not do anything. I had a duty to try and investigate the matter in any way I could. I took a statement from

the female and made enquires in the accommodation with staff members to gain any relevant information. The outcome is still unknown as the case is ongoing and updates still being passed on to the victim.

What I have learned in my short time in policing is that the job is fast paced, and workloads can be big, and it can be easy to forget that at the heart of all these issues is a victim that is suffering. It is vital that the victim does not get forgotten about. It is like a classroom environment and only the loud misbehaving child gets all the attention forgetting about the hard-working behaving children in the room. As discussed in other tasks public perception is everything, so ensuring victims are given the best service will go a long way in creating a positive Perception of the police and a public that will be more likely to engage with us again. I am happy with how I have handled this incident so far as I have acted in a manner which is expected from me and I may not be able to solve this crime, yet I have at least put things in place to get this woman more support and given words of advice to prevent her being a victim of crime in the future.

Word count - 1992

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this task I will be assessing an incident in which I played a significant role with the offender and used my discretion which impacted on the outcome of the situation. I will explore the use of discretion as police officers and different factors that could play a part in how we apply discretion to different situations and the results this has. I will also reflect upon my use of the National Decision-Making Model (NDM) and the Code of Ethics which underpin that model. To conclude I'll discuss the Criminal Procedure and Investigations Act 1996 (CPIA) and the responsibilities of officers surrounding this act.

I recently attended a call to Primark in the city centre regarding a female that had been detained by security staff as she had walked out of the store with items without paying for them. Upon arrival my colleague and I went to the security room in Primark to meet security and found the person they had detained. The offender was a young mother who had a baby with her. I then spoke to security who told me that she had picked up pyjamas and dressing gowns worth approximately £40 in value and proceeded to walk past the point of payment and out of the store. It was clear that the

offence she had committed was theft. The offence of theft is defined by S1 Theft Act 1968 as “dishonestly appropriating property belonging to another with the intention of permanently depriving the other of it” (*S.1 Theft Act 1968*). Now came the time to decide on how we would progress the matter. There were several ways we could have dealt with the offender. We could have arrested her for theft but then that would have meant her and the baby coming down to custody or contemporary interviewed her in the back of the van and send her a Postal charge and requisition (PCR) in the post asking her to attend court later. We could have even just let her go as the store got the items back, however this was very unlikely considering an offence had been committed and what would the public perception be like had we done this. After doing a quick person search on the female we could see that she had no previous convictions and after speaking to her she said she only took the items as it is getting cold, and she couldn’t afford them for her and her baby. What we decided to do in the end was go down the road of Restorative Justice (RJ). This basically means getting her to apologise for the offence and being told to leave the area for the day, a person can also only receive 1 RJ in a 12-month period for that offence.

My decision making had a significant role to play in the outlook for that mother and her child. Although an RJ does appear on her record it doesn’t look as bad as an arrest record. I know we are not supposed to apply the attitude test but, in some cases, it is difficult to overlook. The female was compliant with us and upset about the whole situation she was just doing what she thought was best for her baby. As police officers we make decisions every day that can have long term effects on people’s lives. For me in this case criminalising a young mother as she was trying to keep her baby warm would have been an overreaction. However, in Law she has committed an offence and broken the law so should be punished, there is a fine line between doing what you think is right and what you think is wrong. Discretion in situations plays a massive role in what we do daily, and we will be judged by peers and the public on our decisions be them right or wrong. To help officers we use the NDM to help us, although our own moral compass and discretion plays a big role in how we deal with certain situations.

According to Jones police discretion is the “freedom of the individual officer to act according to his or her own judgement in a particular situations” (Newburn and Neyroud,2008,p82) I find this

appropriate as police officers are human too. We are not in the job to arrest everyone any time an offence is committed, its human nature to try and understand why and what can be done to help. If the police just arrested everyone for every offence imagine how the public would perceive us and remember, we only police by consent of the public. Discretion is a key skill in making a police officer, being able to understand to when and not to use it will make you a much better officer. Discretion also doesn't mean letting someone get off with doing something it can often mean handing out a lesser punishment. Take my case for example I didn't let her get away with the offence I just simply gave her a lesser punishment.

The downside to discretion is that it has been perceived in at least some areas of society to be used as a discrimination tool with some groups in society feeling the law is unfairly enforced more on them. Does unconscious and unfortunately sometimes even conscious bias play a part in if we use discretion. An example of policing that comes under a lot of scrutiny in relation to discretion is our power to stop and search. "In 2019/20 across police forces UK wide excluding Greater Manchester there were a combined 577,054 searches. Individuals from a Black, Asian and minority ethnic background were stopped at a rate 4.1 times higher than those from a white ethnic group." (Home Office 2020) With statistics like this it is very easy for the public's perception to be that officers use their discretion in a discriminatory way. In my opinion police discretion is required in the role as we are not there to arrest everyone every time an offence is committed and with the current backlog in the court system and lack of resources within the judicial system it simply would not be able to cope if police officers arrested everyone every time an offence was committed. Discretion is an important tool we have but it is important that it does not get abused as the public's perception of the police can turn quickly and lead to violence e.g. The Brixton riots 1981.

Throughout this incident in Primark, I was always thinking about the National decision-making model (NDM) as this is the framework to which police officers make most of their decisions. The model consists of the Code of Ethics in the middle which was set out by the College of Policing (CoP) in July 2014, I will go into more detail on these later in the task. Information - which is to gather information and intelligence. Assessment - of threat and risk. Powers and policy - so to know the powers and policy's available to us in each situation. Options - to identify what options we must use

in a situation. Action – the ability to act when required. Review – this is the final stage of the NDM review, the ability to look back on an incident and see what you would /could have done differently. However, with this model in mind in some situations it is not possible to go through each step, so the College of Policing acknowledge this. “In a fast-moving incident, the police service recognizes that it may not always be possible to segregate thinking or response according to each phase of the model. In such cases, the main priority of decision makers is to keep in mind their overarching mission to act with integrity to protect and serve the public (CoP,2014) In relation to this incident I was firstly made aware of the theft over the radio it is at this point the model begins to move as you start to gain information about an offence, next was the person detained and still there, this is the second element of threat, are they being compliant? Are they violent? I needed to develop a strategy to solve either issue. Then I had to consider the powers I had available to deal with the offence of theft. Next think of the options I had available. Arrest? RJ? PCR? Or no action? In this case I decided to go down the route of an RJ so that is my action. Then finally review, looking back on the incident I think I used the best option available as both parties were happy with the outcome and I believe the public would have also perceived my decision to be the correct one.

The Code of ethics are the expected standards of a Police Constable when in public office. Originally “issued as a code of practice under s.39A(5) of the Police Act 1996 as amended by s124 of the Anti-Social Behaviour, Crime and Policing Act 2014 (CoP,2014a)” (Blackstone’s Handbook for Policing Students 2022, p77). In total there are 10 professional standards:

1. Honesty and Integrity
2. Authority, Respect and Courtesy
3. Equality and Diversity
4. Use of Force
5. Orders and Instructions
6. Duties and Responsibilities
7. Confidentiality
8. Fitness for Duty
9. Discreditable Conduct
10. Challenging and Reporting Improper Conduct

These 10 professional standards are expected of officers when performing their duties as a police constable. When it comes to decision making and discretion officers are expected to remember these standards and act accordingly. "If the public don't have the confidence to trust the police to be fair, acting ethically in their best interests, they are less likely to assist police in upholding the law" College of Policing (2022) The Code of ethics underpins the NDM, and every decision made within the NDM.

How I conducted my investigation in this incident is governed by the Criminal Procedure and Investigations Act 1996. It is defined as "An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it" (*Criminal Procedure and Investigations Act 1996*) This act also relates to the standard of investigation expected by the Officer in Case. The officer should pursue all lines of enquiry available to them whether these work for or against the suspect or ourselves. This act also enables the Crown Prosecution Service (*CPS*) to work with the Officer in case and ask for relevant information relating to an offence. This act holds to account the Officer in Case to disclose information gained during the investigation and to record, retain and review any material gained during a criminal investigation.

There are three types of information covered by the (CPIA 1996) and they include evidence, unused material and non-relevant material. The first is evidence, this is key bits of information that is used in the investigation such as CCTV showing the offence taking place or witness statements gathered by officers, evidence proves the offence has been committed without this information the investigation would have to come to a stop. The next type of evidence is unused material. This is information gathered throughout an investigation that becomes unused in the charging or decision-making process, this can include the custody log or statements that hold no evidential value. Finally, non relevant material. This can include people's details taken at the scene however as the investigation has progressed holds no relevance to the case and outcome of it.

Word count 1921

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
I would like to improve my standard of statement taking from witnesses and victims.	This will be achieved by taking the lead upon arrival at incidents and completing more and more statements. Another way this can be achieved is by watching colleagues take statements and listen for the information they obtain. I have the confidence to take them the issue I have is remembering the structure and ensuring I obtain the relevant information that does not require me to go back and get a further statement. This will be fixed by me taking my time and completing statements and checking I have all the information I need. I will also run my statements by my colleagues to make sure I haven't missed anything out.	This is a skill I will need to personally work on and develop myself. I will also be asking my team to help me at incidents after I have taken the statement to look over and check it is correct and have all the information I need.	I hope to have achieved better statement skills in a matter of weeks as it is a key part of policing and a skill that is a necessity to have in this role.

Another skill I would like to develop is my ability to build a case file.	Like statements this is a skill that can be improved over time with the more that you do. I will achieve this goal by attending several calls and learning what goes in different case files as different offences have different case files. To start I will be leaning my colleagues and using their experience to help me understand what goes in certain files and how each form is completed.	My tutor has been extremely helpful over my initial period in the job and has shown me a lot of useful tips and how to complete case files. Once independent I will use the rest of my experienced team to guide me through the case files that come my way. When it comes to certain MG forms my sergeant is required to sign them once completed. He can advise me if I have correctly filled in these forms and inform me of any mistakes I have made.	I would like to gain this skill quickly as case files are an important part of the role. However, I understand that case files have many different outcomes so for the time it takes to have to complete all case files this may take some time, so I need to be realistic. I will give myself up to a year to improve and be able to complete case files on my own.
Dealing with traffic events.	As I work in the city centre it is very rare I have to deal with a traffic situation. I would not feel comfortable dealing with a traffic situation on my own as I don't often see these situations. This skill area can be developed by taking attachments with different departments to expose myself to these situations more often.	My Sergeant will be able to help me with this skill as me can allow me to go on attachments and develop this skill with other departments. Once on these attachments the officers I will be with can help me as they will be much more experienced in this field.	As this isn't a skill I will require often in the city centre then I don't feel there is a massive rush to improve, however if I am to be moved then I will be expected to know what I am doing so with that being said I would like to improve this skill by the time I come to the end of my probation.

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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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Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed: R.Gosling.....

Date: 02/01/2023.....