

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 1	Wellbeing and Resilience	1000
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Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

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:

Introduction

I have developed several coping strategies to minimise my stress levels so that they do not affect my wellbeing, and by comparing their qualities I determine the best strategy for a situation. This enables me to become a more resilient Police Constable.

I will discuss several aspects of stress and resilience and highlight how Borton's Model of Reflection (Rolfe, 2014) helps me reflect on my experiences, behaviours, and future strategies. This was particularly effective in dealing with the stress and pressure I put upon myself (e.g., learning legislative definitions).

Managing stress

Borton's Model helps me to think about how I deal with stress. Stress can affect people differently and prolonged stress can make people ill or behave differently e.g., I sometimes lose my appetite when stressed and without coping strategies I could easily become depressed. Rasheed (2016) stated, "It is a well-known fact involved significantly in the onset of almost all major depressive disorders". Having been in stressful work situations, I recognise that my coping strategies help me manage my emotions and see things differently. It is essential that they reduce my stress and prevent it from impacting my wellbeing.

Research suggests that stress can be seen "as a negative". It can take a major toll on "your productivity and well-being" (Mcgonigal, 2015, p.1) and is recognised as reducing motivation. I find that small levels of stress can have a positive effect. It builds my resilience

and motivates me to challenge myself to deal with any situation e.g., domestic abuse or sudden death incidents. It is well documented that stressful situations can make “you stronger” (Greenberg, 2016) and build resilience. I can now manage difficult situations and “recover from setbacks” (Cherry, 2022) with minimal impact on my well-being.

Stress can affect my emotions and I can become frustrated or anxious due to the pressure I put on myself. My dyslexia can also impact my ability to understand and “process information” (International Dyslexia Association, 2016).

Coping Strategies

Whilst coping strategies help me rationalise my thoughts and puts things into context, my dyslexia also introduces additional stress particularly when encountering new situations e.g. I take more time to understand police processes and procedures. When comparing myself with my peers, who appeared to understand things more quickly, and guided by Borton’s Model, I reflected on how I felt and what I needed to do to achieve my outcome. I decided not to allow myself to be distracted e.g., I went to a quiet room or blocked out noise around me. My two main coping strategies are playing sport and socialising.

Sport helps me cope with stress and hockey allows me to take my mind away from work and challenging situations. It demands my full concentration, where stressful situations are forgotten as the game starts and I become fully focused. Hockey is a fast-paced game where effective team communication e.g., using arm gestures, is essential to direct the team’s next move (Health Fitness Revolution, 2015). This is a useful technique that I can use when on duty.

Hockey keeps me fit and healthy and improves my “self-esteem, mood, sleep quality and energy” (NHS, 2021) and is a great way to release endorphins to reduce “feelings of depression, stress and anxiety” (Health Fitness Revolution, 2015); other benefits include increasing my self-confidence, focus and hand-eye coordination as well as improving my attention to detail.

Socialising with family and friends “boosts feelings of well-being” (Troyer, 2016). I enjoy their company; it takes me away from my busy work environment to one that allows me to have a “better mental and physical health” (Ducharme, 2019). I have a strong bond with family

and friends who understand the confidential nature of my work and what I can and cannot disclose. By listening as I express my feelings and frustrations, they offer me great support and a safe environment enabling me to become “more resilient in the face of stressful situations” (Reid, 2022) and are a network where I can be myself. No judgements, just support.

Comparison

When comparing playing hockey and socialising, they are quite different in how they help build my resilience and manage my stress. Both can be linked as they involve me socialising with groups of people in an environment where I can lower my stress levels.

I focus on playing hockey if my stress levels are high and rely on socialising when my stress levels are lower and I need time to reflect on my emotions, and how I am going to make sense of what has happened.

Playing hockey makes me feel good and helps me focus away from work-related stresses to a fun and competitive environment where I become completely absorbed in playing to win. My stress levels are immediately reduced, frustrations are released by hitting the hockey ball and as a team-player my self-confidence has improved to a level where I can better manage my stress.

Hockey can also have its disadvantages; matches may not align with shift patterns or periods of stress, or I may not get selected for the team and remain on the bench still stressed. I would then revert to another coping strategy such as socialising.

Socialising with family and friends makes me feel happy and positive. I can get away from my work environment, meet up and enjoy their company e.g., going for a relaxing drink, watching films or something more demanding such as go-karting which can be a direct substitute for playing hockey as both would increase my adrenaline levels and block out or reduce any stress.

Whether playing hockey as part of a team or socialising with family or friends I have a good support network and my self-confidence has grown. A study by Rees and Freeman (2007) shows “the beneficial impact on social support on self-confidence”.

Conclusion

Throughout this essay I have recognised that there are different types of stress and as my work can expose me to a range of different environments, playing hockey and socialising enable me to manage these situations. I already enjoyed them but now I also see how they can support me in coping with my work and how important they are to my well-being.

Borton's Model has helped me to understand how, by using my coping strategies and by reducing my stress, I am able to think clearly about the circumstances that led to it, next steps and how I am going to deal with similar situations I may face in the future.

As my career progresses, I will need to develop additional strategies to help me manage future stressful situations.

TOTAL WORD COUNT: 1094

Task 2

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

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

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

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

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

ANSWER:

Introduction

As police we respond to incidents based on the information in the call and if an offender is named, we can undertake background checks before we arrive to understand the risk and threat. However, it can often be difficult to know if a situation may escalate and the associated risk or threat until after we have attended.

A good example of this was when responding to an incident at a local pub following initial reports of people fighting to find it was people failing to leave the premises at closing time. My first impressions were that they were intoxicated, unreasonable and verbally abusive; the situation was becoming volatile and had the potential to escalate rapidly. This incident was also complicated by cultural traditions that affected our ability to defuse the situation quickly.

I will explore the social and legislative contexts as well as the cultural issues officers encountered upon arriving at the incident. By reflecting on this incident and referring to the National Decision Model (College of Policing, 2014b) along with elements of Betari's Box (College of Policing, 2020a) I will show how, as police officers, our behaviour and attitude towards each other and others involved in the incident can affect how we deal with conflict and how situations can easily escalate if not managed promptly and correctly. I will also

show how I constantly re-evaluated the risks and threats based on new information or intelligence I received.

Main Body

I responded to an emergency call from a local pub that reported numerous people fighting. On the way to the incident, I received updated information that the people fighting were a group of males and females of various ages from a traveller community who had recently settled on vacant land next to the pub.

On arriving, and noting initial reports of ongoing fighting, I activated my body worn video (BWV) to capture video evidence and to protect the victim and his family as well as my colleagues. As noted in Police Federation (n.d.) "The cameras are also a useful deterrent for those who may be considering assaulting an officer, as their actions will be caught on camera". Activating my BWV was also a precautionary measure should the incident escalate as most of the people were heavily intoxicated and loud.

Following the National Decision Model (NDM), I spoke to the owner and his family to gather more information and intelligence to support the detail in the original call. It became obvious to me that the incident was different from what was originally reported, and I briefed my colleagues on the additional information (College of policing, 2020b) that would help our investigation and inform how we would develop a working strategy.

I assessed the current threat and risk and developed a working strategy that looked at the potential benefits of working with the group to bring the situation to a satisfactory conclusion as well as identifying the risks and threats. I was told by the groups spokesperson that they felt that as travellers they may not be treated equally, I was very conscious that I should not discriminate and made every effort to work with them and foster good relationships and speak to them to try and resolve this incident amicably.

On reviewing all available information and following the NDM to consider what legislation might apply, I determined that no offence had taken place and therefore immediate action was not required as the owner has agreed to extend his opening hours for the group to finish their drinks. However, the situation quickly changed, and what followed was several verbally abusive confrontations aimed at the police. The group also intimidated the owner, becoming verbally aggressive and making threats to damage his property. I felt that this level of risk

was unacceptable. As officers we have a duty to protect and keep members of the public safe (Heddlu Gwent Police, n.d.). I reassessed the situation and judged that it had the potential to escalate to a high risk as the owner wanted the group to leave but they refused. My recommendation was to advise the owner to close the premises immediately to prevent the incident escalating.

As the confrontation continued the spokesperson for the group looked directly at me and stated that the group was anti-police, would not engage with any police action and would only speak with male officers. I remained calm and was not intimidated and whilst my colleague was speaking with the spokesperson, I decided to have an honest conversation with the other two males to try and persuade them to leave. I had hoped that my actions would break down barriers and promote good relations with the group (Lan, 2022) but they remained uncooperative. As a police officers, we have a duty to promote good relations with the community. As noted by the US Department of Justice (n.d., p.3) "Personal interactions between police officers and community members build mutual trust, which is essential to addressing neighborhood problems and reducing crime." This can be equally applicable to UK policing and referenced in the NDM.

The situation continued to escalate, and I reassessed that the level of threat and risk had increased. From a legislative perspective I was aware of potential offences being committed under Section 91 Criminal Justice Act 1967 where a person who is drunk or disorderly in a public place faces arrest (Legislation.gov.uk, 1967) and Section 4a of the Public Order Act 1986 where a person who uses threatening or insulting words or behaviours or behaves in a disorderly way can also be arrested (Legislation.gov.uk, 1986). Given the proximity of the threat and I had explored all possibilities, I deferred to a senior colleague who made the decision that supervisor support was required and advised additional units to be on standby.

In terms of social context when dealing with alcohol related incidents police officers are always aware of how behaviours can suddenly change, and people can become unpredictable in the way they react to us. At this incident the group were heavily intoxicated, and their behaviour was becoming more aggressive the longer we remained at the premises. Statistics have shown that police records from April 2017 and March 2018 there were 39% violent incidents where victims believed that the offender/s were under the influence of being intoxicated through alcohol in England and Wales (Drinkaware, n.d.).

Given the proximity of the threat to immediate family who were staying at the premises overnight, I considered how to safeguard the owner and his family. I decided to mitigate the threat by providing safety advice recommending that they remove all valuables and belongings that they needed and stay with another family member overnight as the group were again making threats of damaging the property. As there was still no offence that had been committed, we left the premises but advised the owner that we would return in 30 minutes to make sure the group had left.

On returning the group were still there. Final attempts to persuade the group to leave by using general tactical communications to deescalate the situation and work together to resolve the issue failed; it was now time to tell the group that we were no longer tolerating their behaviour. Looking directly at them and raising my voice slightly as they were talking over us, I remained calm and assertive as I told them that they would be forcibly removed if they did not go willingly. My body language was positive, as having been involved in the incident from the outset I was fully informed, had made key decisions and therefore felt in control, confident and assertive (Shea and Harpool, 1988, pp.379-385).

After ensuring the safety of the owner and his family, I remained calm and assertive as I spoke to the group to request that they leave. It was after this that the females of the group became rowdier and verbally abusive. In a last attempt to make the group leave quietly and to prevent glasses being used to injure colleagues, I removed all drinks from the tables, so they did not have any reason to stay, and my colleagues removed the remaining drinks from their hands.

A minor drunken assault on a police officer by one of the females in the group followed. It became clear to me that this female could be arrested for Section 1 Assaults Emergency Workers Offences Act 2018 as she assaulted an officer who was carrying out his duty (Legislation.gov.uk, 2018).

The female was very angry and negative towards the police; I used Betari's Box Model (College of Policing, 2020a) to try to calm the situation by demonstrating positive behaviours and politely telling her why I needed her to leave the premises. She started to shout at me and refused to leave at which point I re-evaluated the situation and risk of her continuing to assault officers and assessed that it was necessary and proportionate to use a level of force as her behaviour was escalating to a point where it was very likely that I would have to arrest

her in front of her family. This would have increased the risk and threat level of the incident escalating (College of Policing, 2013) particularly as she was a juvenile, her family were protective of her, and an arrest would have escalated the situation. I made a judgement that using reasonable force under Section 117 Police and Criminal Evidence Act 1984 to remove her from the premises was best way forward.

Once all the group had left, I re-assessed the situation and guided by the NDM I considered my options and made my decision on the evidence and my professional judgement (College of Policing, 2014b). My supervisor agreed with my recommendation not to arrest the female for assault as she was a juvenile, and this action would have likely triggered a further escalation of this incident.

Before leaving the scene, I obtained the owner's contact details so I could update him as appropriate. I also completed a Use of Force form which is mandatory for every incident I attend where I have applied any type of force to a person e.g., handcuffs or restraints etc. so that there is a record that can be used for evidence (National Police Chiefs' Council, 2018).

Conclusion

I have reflected on my response to an incident that originally reported numerous people fighting at a local pub but turned out to be a group of intoxicated people who, despite being told to leave several times by the owner, were refusing to leave the premises until they were ready, and which resulted in a conflict situation between police officers and the public. From a police perspective, the outcome was good. I played a key part in dispersing the group, removing them, and securing the premises.

After reflecting on the events of the evening, the decision I made not to arrest the juvenile female was the right one and was supported by my supervisor. It would have re-ignited a situation that we had been able to defuse as the group were very protective of this female. It was also the correct decision not to arrest any of the adults in the group as the situation had been successfully resolved with no injury or criminal damage. No offence had been committed.

Reflecting on how I handled the incident, I could have chosen to use force to defuse the situation at our first visit rather than our second, but we wanted to try and influence the group

to leave willingly. Despite my best efforts, my positive behaviour towards the group and towards the female was not successful and I was unable to influence their negative behaviours and attitudes. In this instance Betari's Box did not help, however it is a model that I would certainly use again.

As the incident progressed, I reviewed the risks and threats several times to ensure my working strategy was correct. The strategy changed several times as the situation escalated as aggressive behaviour persisted and the group intimidated the owner and threatened criminal damage.

It was also a learning experience for me as after all our skills and experience had been exhausted, a supervisor was called in to provide their insight and experience in helping to resolve the incident.

Reviewing my role in this incident, one of the key areas I can improve would be to assert myself earlier in the incident when the female became angry and before made a minor assault on my colleague. By taking control and being more direct and confident in my communications to her I may have been able stop her shouting and becoming angrier as the situation developed.

I did however confidently take control and recognised when, as a last resort, I needed to use reasonable force to remove the female preventing her committing any further offences.

TOTAL WORD COUNT: 2139

Task 3

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

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

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

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

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

ANSWER:

Introduction

Domestic related incidents are always treated as a high priority no matter what the nature of the call is. As police we have a responsibility not only to prevent the incident from escalating but also have a duty of care to safeguard the victim.

This incident was different to other domestic related incidents I have dealt with as it appeared to have Honour Based Violence (HBV) elements. I will show, by referring to Gibbs Reflective Cycle 1988 (University of Edinburgh, 2020), how I dealt with the situation in a structured way which enabled me to identify areas where things went well and areas for self-development.

Throughout this incident I will highlight why safety advice is important and always given to victims and why I always try and convince a victim to complete a Domestic Abuse, Stalking, Harassment and Honour Based Violence (DASH) form with me so that I can gain a better understanding of what level of risk they face from their offenders (Norfolk County Council, n.d.).

By completing a Public Protection Notice (PPN) I was able to evaluate the strengths and weaknesses of the victims and identify any previous history between the victim and the offender to pass onto social services along with the DASH. Whilst I was conscious that

Article 8 of The Human Rights Act 1988 (Equality and Human Rights Commission, 2018) that protects a person's right to privacy, I felt that in this situation it was necessary to protect her safety.

I will also highlight how I followed the principles and professionalism defined in police Code of Ethics to ensure my behaviour was appropriate (College of Policing, 2014).

Main Body

This was a domestic related incident where I attended a female Muslim victim who reported that her parents had taken her personal belongings, leaving her with just her phone and the clothes she was wearing. They refused to allow her back into her family home. I could see that she was upset and by speaking to her in a supportive manner, I listened objectively to the facts she presented and mindful of the Code of Ethics (College of Policing, 2014a) that promotes the value of diversity, respect and making decisions based on the facts, I was able to establish whether any offences had taken place.

When attending the family home, it became apparent that the victim was bilingual but very happy to speak to me in English. She disclosed that despite speaking to the police earlier that morning, the incident had not been resolved as her belongings had still not been returned; she was frustrated at the lack of police action. Data published by The Office for National Statistics shows that "in the year ending March 2020, 74% of people aged 16 and over in England and Wales said they had confidence in their local police" (Gov.uk, 2021a). I wanted to turn her negative experience into a positive outcome and get her belongings returned.

My supportive manner, soft tone, and my willingness to listen, enabled her to open-up and share the detail of how her parents witnessed her getting into a vehicle with a male. They then followed the car until it stopped at which point, they had a verbal argument with the victim and took her personal belongings. When I asked the victim 'why her parents were following her' she stated that she believed it was because they thought the male had a criminal record and they believed that he was her boyfriend which went against her family's strong religious beliefs.

Her family's religious beliefs made me immediately consider whether this could be an HBV incident. I shared my thoughts with my colleague; their main objection was related to their

strong Muslim beliefs whereby their daughter is not allowed to have a boyfriend as it would bring shame to their family. He agreed this could be HBV incident.

Keeping Bristol Safe Partnership (n.d.) explained that Honour Based Abuse (HBA) can often been committed to “protect” or “defend” a family or communities honour to not put shame their name, some examples that can break this are:

- Women having a relationship outside of marriage
- Not accepting a forced marriage
- Having children before marriage
- Divorce

In terms of social context regarding HBA statistics have shown that in 2021 there was a total of 2,725 related offences recorded throughout England and Wales by police forces which had shown a significant 18% increase from the year before. However due to having a pandemic this could have affected the reports to rise (Gov.uk, 2021b). It is difficult to get an accurate account of how many HBA incidents are happening due to a low percentage of victims coming forward throughout the UK, it is said that there are potentially 10 to 15 honour killings a year, but these numbers could be higher (Safeguarding Hub, 2018).

Whilst I was conscious that as the victim’s personal belongings had not been returned and I could consider an offence of Theft Section 1 Theft Act 1968 had no intention of returning them (The Crown Prosecution Service, 2019b), my immediate concern was the potential HBV aspects as they are illegal and not always identified. I returned to the home of the victim’s parent with an open question technique aimed at collecting as much information about what had happened to the victim. This technique produces “more accurate” and long answers as it allows the victim to give their narrative (Oxburgh, Myklebust and Grant, 2010, pp. 46-48).

As the mother was not at home, I decided to speak to the father who was at his place of work; the daughter accompanied me in the car to provide direction. Respecting his privacy, I took him to a quiet place to ascertain his version of events; but he become very angry and verbally argumentative towards myself and his daughter. He shouted that he did not want to engage with police and that he was ashamed of his daughter’s actions and disowned her. Using aspects of the Drama Triangle (Yapp, 2019) I removed the victim from the situation, as she was becoming agitated and upset and there was risk that the incident would escalate,

whilst my colleague attempted to calm the father down. At this point the father felt he was the victim as his religious beliefs convinced him he was acting in the right way and his daughter was accusing him of theft. In fact, he was identified by his daughter as the perpetrator of the incident.

Without the parents account of the incident, I was still unclear as to whether this was HBV related or not. Leveraging the relationship that I had built with the daughter from first arriving at this incident where I listened as she expressed frustrations that a previous call to the police failed to resolve her issue, I was able to get her to open up by chatting more generally about her interests, she confirmed that she had not been assaulted and she knew what HBV was and this was not a HBV incident. My colleague also spoke to her asking a different set of questions to confirm that this was not a HBV incident.

Another factor I had to take into consideration was an update from the control room suggesting that a potential witness had reported that they saw the victim's parents pulling her from the male's vehicle. The victim denied this and again confirmed that she did not believe a HBV incident and that she was safe. She did not want to press charges against her family but just wanted her belongings returned to her.

Considering all the evidence I reviewed the options available to me. Although I considered actively pursuing investigations into the theft, I supported her preferred outcome which was to amicably resolve it with her parents and call us if she needed additional support. Before leaving the incident, I asked her to complete a DASH form, explaining that it is a risk assessment process for officers to understand the potential risk to the victim from the offender and if she agreed would she consent to sharing her information to other third-party agencies that could provide her with additional support (Norfolk County Council, n.d.).

The victim reiterated that she did not want to make a complaint against her family and refused to complete it; she also refused for her information to be shared. This did not surprise me as she did not want anyone to know that she called the police as despite everything she was very loyal to her family. To assess the risk to the victim I completed a skeleton DASH on my return to the station and completed and sent a PPN to social services should there be a re-occurrence of the incident which required support (Public Protection, 2021).

In terms of context, the introduction of a DASH form has been a significant step forward in the way that domestic incidents are dealt with as they ask a consistent list of questions to identify assess and manage levels of risk. It is in the best interest of victims to complete a DASH as it not only allows us to accurately assess and grade the level of the incident and any support that can be provided by social services and other third-parties, but it also contributes wider research to identify the signs and patterns of high-risk domestic abuse (Dash Risk Model, n.d.).

As the victim refused to make a complaint, I gave her safety advice and an information leaflet on how to safeguard her from any future domestic incidents. I also advised her to ring 999 if she felt concerned for her safety. Responses to the “your priorities, your plan” consultation showed that 70% of people felt that it was important to them that the police provided safety information as there are many do not know how to keep themselves safe (Police and Crime Commissioner, n.d.).

Conclusion

This incident has multiple elements that unfolded as I investigated the initial call which appeared to suggest that a theft offence had taken place and appeared to be motivated by the religious beliefs of the victim’s parents.

Further investigations supported my initial concerns that this could be an HBV incident especially when the victim’s father became verbally argumentative and refused to acknowledge his daughter stating that she was bringing shame on the family.

After I took the victim to one side, away from the father’s earshot, I sat her down and had an honest conversation with her about what had happened. I spoke gently to her and reassured her that this was a safe and confidential environment and that she could tell me anything and I would not disclose it to her parents. I ask her several open and direct questions about whether she felt she an HBV victim; she made it very clear that she was not. My assessment of the situation was that she was telling the truth and did not feel intimidated to hide the truth.

On reflection, although it became clear that this was not an HBV incident but a family disagreement, I felt that I had done the right thing in highlighting the possibility of this type of incident and by building a rapport with the victim I was able to establish that it was a domestic incident caused by a family argument which centred on her belonging being taken

by her parents. I felt I did all that I could do to ensure her safety and attempted to locate her belongings to the best of my ability and by offering her safety advice and support she would know how to ask for help in the future.

My lack of exposure to HBV incidents highlighted a gap in my knowledge as although I asked the victim many questions to confirm whether it was this type of incident, my colleague who had more police experience asked more relevant questions e.g., asking the victim to confirm what HBV was even though she told me she knew and gave me a description of it. This is an area that I hope to gain a better understanding in the future.

Although I was aware of language barriers and the need to enlist the help of an interpreter, I had never been involved in an incident that could have required it. If the victim has not been able to speak to us in English, I would have arranged for an interpreter to be present in person or by telephone to translate the conversation.

TOTAL WORD COUNT: 2085

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

ANSWER:

Introduction

Police involvement when dealing with offenders can have a major impact on victims. We need to make them feel safe and listened to especially when dealing with domestic related incidents as many victims feel frightened, concerned for their safety, and feel that they have lost all self-confidence. Humphreys and Thiara (2003, p.214) wrote "While some women spoke graphically of the undermining of their sense of self-esteem and self-confidence, other women spoke at length of overwhelming fear and the erosion of their sense of safety."

I attended a recent domestic related incident where I went to an address to detain an offender who was wanted for numerous domestic abuse related offences against his ex-partner. As noted in The Crown Prosecution Service article on domestic abuse, "Domestic abuse is rarely a one-off incident". This offender had a history of domestic abuse against the same victim (Brown, n.d.).

As the incident progressed, I found a Class A drug in his possession which I seized as evidence; this was my first drug related incident.

I will be discussing how the National Decision Model (NDM) and elements of the Code of Ethics played a key part in my decision making, and how I used it to formulate my thinking, particularly when assessing the threat and risk to the victim. I will also explain during this

incident how I evaluated options when considering whether to use my discretion and the reasons for my decision.

Main body

As a Police Constable, I have dealt with numerous domestic related incidents, but this was the first where an offender had breached his restraining order against his ex-partner in attempt to see their new-born child.

In terms of context, when a restraining order has been put in place by The Crown Prosecution Service, the purpose is to safeguard the victim from conduct which amounts to harassment or where it will cause fear of violence (The Crown Prosecution Service, 2019a). The offender was not allowed to be outside their ex-partner's address or have any contact with them and if he breached these conditions he would be arrested.

I was aware, from my previous involvement with the offender, that he had a history of volatile behaviour and given that he had breached his restraining order I needed to speak to the victim to understand what had happened so that I could determine if he had committed any other offences.

When I went to the victim's address, it was clear to me that she and her baby were in distress, they were crying and feared for their safety even though they had installed CCTV as a deterrent should the offender go to their home. I noted that the CCTV could also be used as evidence should it be required.

Having spoken to the victim on a previous occasion I knew she would be emotional, and her recollection of events could be vague. Leveraging my relationship with her, I spoke softly and gained her trust by listening as she opened-up to me. She also described how she felt frightened and harassed and unable to leave the house. By speaking to her as soon possible after the incident was first reported I had the best chance of hearing a more accurate account of what had happened (College of Policing, 2022).

Based on what the victim disclosed to me, I identified that two additional offences could have taken place. The first related to controlling or coercive behaviour towards their ex-partner under Section 76 Serious Crime Act 2015, specifically as the offender and the victim are personally connected and the offender knows that his behaviour would adversely impact his

ex-partner (The Crown Prosecution Service, 2017). The second related to the offender stalking his ex-partner under Section 4a Protection from Harassment Act 1997, causing her to fear for her safety and become distressed as she could not leave the house (Legislation.gov.uk, 1997).

As this was a domestic abuse related incident, I recommended that the victim completed a Domestic Abuse, Stalking, Harassment and Honour Based Violence (DASH) assessment. Her responses to the 24 questions enabled me to assess the level of risk to her from the offender (Norfolk County Council, n.d.). Using this risk assessment, I was able to put the best safety options in place for her as records showed this victim had a history of repeated domestic abuse from the same offender and was necessary to reduce the risk of threat and harm (Dorset Police, 2003, p.3). I provided safety advice to the victim should the offender return to her address after I had left her house.

In terms of social context domestic related incidents seem to be on the incline especially during recent years when the coronavirus pandemic prevented people leaving their homes. Statistics have shown during the end March 2018 the current record of domestic abuse-related crimes was 599,549 (Office of National Statistics, 2018) however looking at a recent survey in March 2021 police documented 845,734 as domestic abuse related crimes which showed a massive increase of 6% from March 2020 (Office of National Statistics, 2021). By looking at the results over the 3 years there has been a total of 246,185 crimes recorded suggesting that there will be a high demand of emergency calls of this nature.

Given that the offender had breached his restraining order and his whereabouts were still unknown, my immediate focus was to locate the offender by going to all his known places to arrest him.

Even though the offender was not at any of these addresses, I assessed the situation and following the NDM I looked at alternative ways to gather additional information. Seeing a group of people in the vicinity of the last address, I approached them to ask if they knew the offender, and they provided me with a further address where they thought the offender would be. As the address was close to the station, I proceeded to that address on foot accompanied by a further three colleagues, due to the offender having extensive warning markers I reassessed the risk and threat and requested that an additional unit was placed on standby if required.

Upon approaching the new address, I saw the offender across the road and immediately activated my body-worn video (BWV) as I reassessed the situation and identified that the risk and threat had increased given the unpredictability of the offender and his warning markers. Activating my BWV enables incidents to be reviewed and assessed as well as being submitted as evidence to prevent false complaints towards officer's actions (Police Federation, n.d.). It also enabled me to use the footage as a great learning opportunity and by using Betari's Box Model (College of Policing, 2020a) I can review what happened and identify areas of improvement.

As I approached the offender, he mounted his bicycle and cycled away. I chased him on foot from one direction and indicated to my colleagues to approach him from different angles; they were able to stop and detain him. As he was lying on the ground, he became passive resistant, and despite me using tactical communications to talk to him e.g., speaking to him in an authoritative way to try and calm him down by reasoning with him, he was becoming more aggressive and on reassessing the situation I believed that it was necessary and reasonable to apply force under Section 117 Police and Criminal Evidence Act (PACE) 1984 (College of Policing, 2013). I made the decision to place the offender in handcuffs to the rear as I felt this was appropriate given the offences, he was accused of committed. His behaviour and his extensive warning markers also contributed to my decision. As I arrested him, I provided an explanation of why he was being arrested and as the offender was a male and being arrested in a public place, I asked a male colleague to conduct a search under Section 32 PACE 1984 and to take any personal belongings off him which I believed could present a danger towards us or him (Legislation.gov.uk, 1984).

Upon arriving at custody, I accompanied the offender to a holding cell, and he quickly became agitated. I started a general conversation with him to try and calm him down and it was during this that he disclosed to me that had unprescribed methadone in his rucksack.

I took his rucksack to the custody desk where there was CCTV coverage and conducted a search of it in front of the custody sergeant where I found the Class A drug methadone. Class A drugs are the most serious drugs classification in the UK although there are a range of different class A drugs like methadone, they can have serious consequence resulting in death but also causing a person to have an extreme addiction (Imonirhua, 2019). In this case the offender admitted they had a drug addiction, and they were currently receiving

support. When the offender disclosed to myself that he had methadone, I considered using my discretion to give him an Out of Court Disposal which the police can issue to avoid prosecution if the offender pleads guilty to the offence (Avon and Somerset Police, n.d.). However, following discussions with my colleagues, I discovered that he was recently given one and was receiving support for his drug addiction. In this case I was unable to use my discretion and I had no other option but to arrest him under Section 5(2) Misuse of Drugs Act 1971 and place him in a custody cell awaiting interview as he was in possession of a controlled drug (Legislation.gov.uk, 1971).

I seized his mobile phone as evidence to support his arrest for coercive and controlling behaviour and stalking; I also confiscated his unprescribed methadone as key evidence for his drug related offence. I booked both items into the property system where they will be stored as evidence for the investigation and to refer to at interviewing.

I was very disappointed that I was unable to conduct the interview as it was approaching the end of my working shift. In preparation for the interview, I would have created a detailed plan which covered the four offences I identified. If there was enough evidence to charge the offender, I would have also considered remanding him so that he would have to stay in custody until the next court hearing otherwise, there would be a high likelihood, based on how he tried to avoid arrest, that he would continue committing offences against his ex-partner and fail to attend court. I have since discovered that he was charged with all four offences and has been sentenced. I feel that my involvement was key to this successful outcome.

Conclusion

This was the incident where I played a key role from beginning to end. I attended the call, detained, and arrested the offender, I then made the decision to use reasonable force and restrained them using handcuffs after which I accompanied the offender into custody and booked him in. This experience has improved my confidence and confirmed that my communication skills are growing as I was able to build a strong bond with the offender which resulted in him disclosing key information.

There are however several areas where I could have taken a different approach which would have enabled me to arrest him sooner.

As I had identified that the offender could be in the vicinity of the police station and knowing that he would probably try and resist arrest, in hindsight I could have planned my approach much better. If I had started to run towards him before he saw me, it would have given him less time to mount his bicycle and ride off and I could have caught him sooner.

One area that I could improve upon, is to observe and assist other officers when they make arrests to see how they approach the situation. As I conduct more arrests my confidence will grow, and I will become used to the speed by which incidents can escalate and retain my composure.

I know that I still have areas for improvement and recognise that must always remain in full control and not be affected by the situation especially when situation escalate quickly. I am proud of my actions as by being thorough in my investigations the offender was put on remand until his next trial. This has stopped the offender from committing more offences towards his ex-partner giving her peace of mind.

TOTAL WORD COUNT: 2068

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
Improving my self-confidence so that I can communicate more effectively when speaking to members of the public.	Being exposed to different situations where I need to speak to the public will improve my self-confidence, however any communication will help me become more confident. Taking a more active role in all radio communications will provide me with the opportunity to speak more clearly, confidently and with authority.	- Colleagues with greater experience. - Colleagues on my intake who have been exposed to different experiences and are willing to share them. - Tutors/Mentors who I can shadow during incidents. - Sergeants who provide me with feedback following an incident. - Coping strategies – playing hockey	July – October 2022 Become confident to a level where I can be fully effective and able to handle any situation independently as a Police Constable. Every month I will reflect on how I handled incidents and actively review my progress to include seeking feedback from my colleagues and sergeant. I will update my Personal

Area of Development	How it will be achieved	Who can provide support	Timeline
	- Actively making phone calls to companies, victims, and witnesses so that I can gather all relevant information about an incident and provide timely updates. - Attending incidents, speaking to members of the public more to build a rapport and gain their trust so that they open up to me. - Take statements, to obtain their first account of an incident, read them back to people and	to lower my stress levels resulting in greater self-confidence and well-being. Forest coaching – external company to dyslexia coaching via access to work.	Development Plan (PDP) with any new areas of development. November 2022 – Ongoing Continually review and compare progress, develop a plan to address areas that still need improvement and add to my PDP.

Area of Development	How it will be achieved	Who can provide support	Timeline
	ascertain signature confirming accuracy.		
Maintain concentration when completing digital paperwork to make sure that it is as complete as it can be by the end of my shift.	Working in loud environments can be a distraction and I need to focus on my tasks rather than focusing on the noise around me. - Consider relocating myself to a quieter room with fewer distractions to help me focus and better manage my dyslexia. - Consider using a single ear bud to block noise and side conversations but still retaining police radio	- Colleagues with greater experience. - Colleagues on my intake who have been exposed to different experiences and are willing to share them. - Tutors/Mentors who I can shadow to benefit from their experience. - Use of pre-existing templates to ensure consistency when completing paperwork. - Sergeants who provide me with	July – September 2022 At the end of every shift, I will review my digital paperwork and where it cannot be completed, I will put together a prioritised action plan of follow up activities to obtain the information required to complete it. Every two weeks I will review how I have managed my concentration, what I could have done better and identify any areas for development which I will add to my PDP.

Area of Development	How it will be achieved	Who can provide support	Timeline
	communications in my other ear. • Improve my time management and how I organise my work. • Creating check lists with achievable goals against a timeline which I will regularly review during my shift. • Explore identify tools and techniques that can help me maintain concentration as well as identifying more efficient ways of completing work.	feedback on the quality and timeliness of my digital paperwork. • Dyslexia resources within the police service to improve my writing techniques and approach. • Forest coaching – external company to dyslexia coaching via access to work.	October 2022 – January 2024 Driven by timescales to complete my digital paperwork, I will continually review my progress until the end of my probation period because as a student I will still need to focus and concentrate when I am faced with new tasks. Review templates provided by my tutor to identify where and how I can use them to improve the quality and timeliness of my digital paperwork.

Area of Development	How it will be achieved	Who can provide support	Timeline
Improving interview techniques.	Every interview is different, but the key points that I need to hit through my questioning for a particular offence does not change. • Review templates that other colleagues have produced. • Is there a set of standard questions for specific scenarios or offences that I can use? • Create a set of templates categorised by types of offences that I can use. Update them with any new questions	• Colleagues with greater experience. • Colleagues on my intake who have been exposed to different experiences and are willing to share them. • Tutors/Mentors who I can shadow during interviews. • Sergeants who provide me with feedback following an interview. • Reading Black Stones Book	July – September 2022 By improving my interview techniques, I will be able to control any interview situation that I may encounter. I will reflect on every interview I conduct, identifying where I can make improvements and will update my templates Seek feedback from my tutor or colleagues who are the second interviewing officer. I will update my PDP with any new areas of development.

Area of Development	How it will be achieved	Who can provide support	Timeline
	or approaches I may identify. • Always make an interview plan ahead of an interview to make sure all relevant questions are asked. • Review the legislation of the potential offence committed making notes of all the key points of the definition to prove, so that my questioning hits them during an interview.		October 2022 – Ongoing Continually review my progress so that I can constantly update my interview templates with new questions due to new legislation updates.

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