

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

Occupational mental health and workplace related stress have been an increasingly studied and talked about issue. Between 2015 and 2019 Mind, a mental health charity in the UK conducted a survey of emergency service workers looking at the prevalence of mental health issues in this area. Unsurprisingly around 75 percent of respondents from police staff and volunteers said they have personally experienced mental health issues (MIND, 2019).

For stress to be occupational it is exacerbated or caused by work. According to the World Health Organisation (WHO), occupational stress may occur when pressures and demands from work exceed the abilities and knowledge of workers. Stress is exacerbated when there is little support from colleagues or employer and when workers feel like they have little control over work processes (2020). Some types of work are more prone to stress than others. For instance, the unique challenges frontline emergency services increases the risk of work-place stress. Witnessing traumatic events, dealing with the effects of crime, dealing with members of the public and dysfunctional aspects of society can take its toll (Wood et al., 2022 p.111). Prolonged shifts and poor communication with colleagues can exacerbate workplace stress (Soteriades et al., 2022 p.1).

There is also the stress that comes from everyday challenges. These challenges bring the kind of pressure that can be beneficial when it leads to motivation to perform tasks and overcome (Langille, 2017, p.27). An example of this could be the stress that come before an exam where I am

required to perform well. Studying and doing an exam may be stressful but it is normal response to a single event. Where workplace stress begins to have a negative effect on my health is when it occurs over a long period of time and may be due to factors beyond my control. In these situations, my body's fight or flight stress response is continuously activated and can lead to many health problems including heart disease, digestive issues, cognitive issues and mental health problems like anxiety and depression (Langille, 2017, p.27). Ultimately if I were in this heightened state, even the small everyday challenges can be overwhelming or cause a fight/flight response.

Looking back my past 6 months training, the pressures I faced were more the everyday challenges where stress can act as asset for motivation. The stress came from intensive learning and doing several assessments of the course material. At the same time, I had to learn how to work with a group of completely new people with a variety of different personalities. However, these challenges were always manageable and satisfying to overcome. The stress that comes from these examples are response based stressors and motivates me to perform and accomplish tasks.

Contrast this to a workplace where systemic problems are the source of stress as defined by the WHO. In such cases, career progression is difficult and one feels like they have very little control over work processes. Inter-personal conflict may present in the form of bullying, racism or sexism (WHO, 2020) When I had a job like this, being in the constant fight or flight situation meant I was suffering from increased anxiety and irritability. Understanding the risks and causes of stress are important for me and my past experiences have helped me develop coping strategies and improve resilience.

Skinner *et al* identify coping as a construct that “encompasses the myriad actions individuals use to deal with stressful experiences” (Skinner et al., 2003 p. 217). Coping is attained by a plethora of behaviours, cognitions and perceptions (Pearlin and Schooler 1978, p. 7-8). Coping behaviours thus act as “strategies of adaptation” which could include “securing adequate information about a situation or escaping from a potentially dangerous transaction” (Skinner et al., 2003 p. 217).

For myself, strategies for adaption often take the form of problem solving. I try to reflect on my strengths and weaknesses, anticipate the things I find stressful and look at future challenges from a problem solving point of view. Ultimately I seek to avoid negative coping mechanisms like avoidance, distraction and rumination (Skinner et al., 2003, p.221).

Within the first 6 month training, I recognised where the stressors could be. From previous experience I found deadlines to be extremely stressful if left until the last minute. I therefore worked towards maintaining strict organisation, discipline and time management. For time management I made sure spare time could be devoted to revision rather than waiting until the night before to prepare for exams. I also recognised the limitations I had with my home life regarding studying and made sure to use our ample free time in training to study during the day. Past experience in negative work environments also means I refuse to engage in detrimental social behaviour such as gossip or being overly negative. Focussing too much on workplace negativity personally causes me stress and anxiety.

In addition to these types coping mechanisms it is also well documented how lifestyle can have positive impact on you mental health and well-being. Increasingly the relationship between nutrition and well-being is being considered for physical and mental health. For instance, studies have shown that the more one eats a “Western” or processed diet the more at risk one is for developing psychiatric symptoms like anxiety and depression (Owen and Corfe 2017, p. 425). Regular exercise as well is associated with physical and psychological health benefits (Soteriades et al, 2022).

Nutrition and exercise can be problematic in emergency response because of the shift pattern and lack of sleep. One study looked at health care workers, identifying the difficulty to maintain their health behaviours due to the length of shifts and the workload. Some people in the study mentioned lack of time during breaks thus preferring fast food. They also refrained from exercise due to fatigue. This was especially prevalent for those on nightshift. (Mazzola 2022, p. 82-85) Policing could also fall into these risks with busy shifts, fatigue from nightshifts and circadian rhythm disruption.

During the 6 month training I was very conscientious of cooking my own healthy food and not resorting to buying junk food. I've put in place strategies including cooking from scratch enough food to last a shift cycle and using thermal containers negating the need for a microwave. I plan to continue this into shifts to avoid falling into the trap of eating unhealthy fast food and therefore helping my overall mental health and well-being. Other problem solving and coping mechanisms I have learned over the years I will also continue to use to maintain my overall resilience and wellbeing.

1092 words

(max word count 1000 + 10%=1100)

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:

I attended a call to a temporary housing location which is provided for people who are homeless. The facility consists of approximately 20 self-contained pods which open up on a communal outdoor space. Many of the inhabitants face struggles of addiction or mental health issues. They also have rules of conduct of which they can be banned from site for 24 hours if broken. There are also security staff on the premises.

It was security staff that called in regarding one of the tenants who was 'kicking off.' The manager of the facility was present along with one of his staff. The tenant is very well known to the police with warning markers for violence and assaulting officers.. The manager didn't necessarily want to make a complaint regarding her behaviour but he did want her off the premises. The manager initially wanted to ban the tenant for the 24 hours. The tenant, had locked herself in her pod. Periodically she would open the window to scream abuse at the security staff and levelling accusations at anyone in the vicinity of stealing from her pod.

When attending a call, I must first consider the National Decision Model (NDM). Starting with gaining information and intelligence. As part of the information gathering phase of the NDM, I found out that the subject had warning markers of violence and assault as well as previous incidents where officers were required to fast-strap the subject due to her behaviour. The next part of the model involves assessing risk and weigh the cost/benefits of a given action (College of Policing 2024). In this case there wasn't an immediate risk to officer or public safety as the subject was refusing to leave her pod. However doing nothing was not an option as she did risk angering the other residents and causing escalation. I had to consider a strategy for removing her from the site. At the extreme end of that would be physically breaking down the door and forcibly removing the subject. This was far from ideal given the obvious disruption and violence that would cause as well as damage to the pod and potentially sparking the ire from the other residents. I was within their power to eject the subject from the site but that didn't necessarily mean that using force was the best way to gain the objective.

Further information gathering from the security staff led me to discover that overnight the ambulance had been by to her pod where they had administered naloxone for an apparent overdose. After speaking to the female however she had no recollection of the event, claimed to have had no drugs over the last few days but was currently going through serious withdrawal in her attempt to get clean from heroin. From her point of view someone had broken into her pod overnight and stolen her tobacco. She alternated between accusing the security guards of theft and corruption as well as accusing fellow tenants of stealing from her. She was refusing to leave her pod but was also not stopping her disruptive including screaming at everyone outside, swearing and presenting extremely angry behaviour. Speaking to the female I discovered that she was distraught due to thinking someone had broken into her pod and stolen from her. The female's behaviour alternated between screaming, crying, sometimes engaging and other times completely incoherent. She was having a crisis.

While the popular assumption is that the majority of policing calls are for crimes, the reality is that the most frequent request for police services are for crisis intervention. A crisis could be where a person is having difficulty coping with a certain event or situation. Drug use, mental illness exacerbates the crisis. Individuals may have trouble with reality and may experience agitation, fear, insecurity and poor judgement (Olivia *et al.*, 2010 p16-17). Given the risk to officers, the public and to the subject herself being a vulnerable person, a tactic of de-escalation rather than use of force was the first strategy I tried.

The term de-escalation refers to moving from a state of “high tension to a state of reduced tension” (Oliva *et al.*, 2010, 18). This could mean acting verbally or non-verbally during a potential force encounter and thus “reducing the immediacy of the threat” (Clemens and Balaneskovic 2023, p 2). Verbal and non- verbal communication includes tone of voice, posture, placement of hands as well as verbal skills like using articulate clear language (Nota *et al.*, 2021, p74). This could mean saying things like “I understand that makes you angry” and utilising active listening skills while engaging with someone in crisis. The responder should be sincere and attentive and encourage the subject to continue to engage (Oliva *et al.*, 2010, p20)

While communicating with someone in crisis, the Betari box suggests that your frame of mind can have an impact of potential conflict resolution. According to this model your behaviour and attitude can affect the behaviour of another person. For instance if someone is very angry and agitated and I were to engage with them from a place of anger as well this can actually cause them to become more angry hence the cyclical nature of the Betari box (Mulder, 2023). A negative attitude can cause a further negative response. Likewise if I break the cycle engaging with an angry agitated person by being calm and objective this could calm the other person. Skills used for de-escalation fit with this model whereby a calm demeanour, active listening and acknowledgement of a subject’s point of view can have a positive effect on the subject’s behaviour (Mulder, 2023).



Betari Box (Mulder, 2023).

When I approached the female, who was hanging out the window of her pod screaming at everyone I purposely spoke with a very quiet and calm voice. I used body language, open questions to try to find out what was going on from her own perspective. Being self-aware can help achieve de-escalation as it encourages me to consider how to present myself in a policing context. According to Deveau, displays of coercion and power can negatively affect people in crisis. In a mental health setting patients who felt powerless developed feelings of fear and resentment (Deveau 2021, p. 67). Health care practitioners who displayed empathy, respect and relinquished power had the best results in de-escalation (Deveau 2021, p. 67). She goes on to suggest that certain people suffering from mental health crises are concerned with short-term goals and when this is threatened it may trigger violent outbursts (Deveau 2021, p. 67). When considering a homeless person being overly protective of their possessions the responder may consider that the subject has lost of their belongings and their items are the last of their possessions (Deveau 2021, p. 67).

In this context the subject was distraught at thinking someone had broken into her space threatening her security and had stolen her belongings. She is homeless with temporary housing and may be over-reacting due to her own personal circumstances. In addition, in her mind, the stolen tobacco was what she desperately needed to help her cope with withdrawal. She had gone into a state of complete panic, agitation and anger.

After speaking to her she did calm down somewhat but she was still prone to fits of anger and agitation. She did not believe the ambulance had been by the night before as she said she hadn't taken heroin for several days. The security team was not satisfied with her just being quiet for a while as they were afraid she would just kick off again the moment the police left the scene. They were willing to negotiate the subject leaving site to take a walk for a few hours to calm down and then return. This was instead of banning her from site for the 24 hours which would be the normal procedure for their housing terms.

Another way of looking at conflict is placing it in the "Drama Triangle" model. Developed by Karpan in the 1960s, the drama triangle was devised to analyse the psychological games people enact through conflict (McKimm and Forrest 2010, p. 262-263). This theory itself is based on an underlying idea that the basic unit of interaction and communication is a transaction and requires 2 (or more) participants. Transactional analysis maintains that we can be acting in the ego states of parent-adult-child at any given moment. The parent ego state reflects past experiences and may mean behaving in ways copied from your own upbringing. This can be at times nurturing but also controlling or critical. In the child ego state we behave how we would as children which could be unhelpful as adults. Two participants in the adult state are the most productive as the adult behaves in the here and now with "full adult resources" available (McKimm and Forrest 2010, p. 262-263).

The drama triangle builds upon this theory by placing participants in conflict in 3 roles, the persecutor, the victim and the rescuer. The victim sees themselves as "not OK" and will feel helpless, inadequate, guilty or similar. The persecutor feels angry, righteous and superior. The use aggressive behaviour towards another person who is the intended victim. According to the persecutor, "you are not OK." This dynamic comes from the perception that someone else is responsible for the situation they're in and it prevents them from taking responsibility for finding a solution (Hicks and McCracken 2014, p.62).

The rescuer takes the role of intervention between the persecutor and victim. The rescuer tries to solve the victim's problems and may take on more than they should and take the role of a martyr. While they may be well-meaning but their behaviour can reinforce the victim's feeling of helplessness, thus becoming an enabler. Each position has a "discount. The persecutor discounts the others' values, dignity and rights, the rescuer discounts the others' ability to think for themselves and be independent, the victim discounts their own ability and self-worth" (McKimm and Forrest 2010, p.263). I would suggest the victim role is a manifestation of the child ego and the persecutor and rescuer the parent, controller and nurturer respectively.

A manager related this incident to a training class: while she was preparing to drive a nail into the wall to hang a picture, she felt the hammer being removed from her hand and heard her husband say, "Here, dear, let me do that so you won't hurt yourself." He probably was unaware of how condescending his uninvited rescue was to his wife, who was quite capable of driving the nail in by herself. Either form of rescue will communicate the same message to the victim player: "You are not okay," and the person's perception of themselves as inadequate is reinforced (Lloyd 2001, p 32).

The conflict doesn't occur then until people start taking different roles. In the example above the husband acts as a rescuer but ends up being perceived as a persecutor. Or another example a rescuer comes to realise he is rescuing rather than empowering. He stops rescuing and the victims then feel abandoned and the rescuer is the new persecutor. The rescuer himself can also come to play the victim, being persecuted by those taking advantage (Hicks and McCracken, 2014, 64) The ultimate goal then is to stay out of the drama triangle and act as the ego adult, not letting yourself get drawn into the triangle.

In relation to the policing in this case I would suggest that from the reporting person (security's) point of view, they were the victim and the subject female was the persecutor. The police then potentially can act as the rescuer, potentially taking away the source of strife and solving the problem that they were unable to deal with. The short-term problem would have been solved for the security staff but that might have discouraged future problem solving by just having the police come

by to sort out any disruptive tenant. Instead, I engaged in constructive problem solving with the staff, encouraging them to come up with alternative solutions that were empowering to them.

Continuing in the theme of the drama triangle, using force in the first instance the subject would've considered herself the victim and ourselves as the persecutor and conflict would have escalated. Ideally as an officer responding to calls one should maintain the ego adult and act as the impartial third party. Even if force does ultimately need to be used, it is from an objective frame of mind after other avenues of de-escalation are tried.

In this case, I approached the conflict as an objective adult ego and avoided getting drawn into the conflict. Through problem solving, communication and de-escalation I was able to calm the female. Speaking to the female with respect and compassion she was able to calm down enough for her to realise her tobacco was actually under her bed and hadn't been stolen. I negotiated with the security staff to allow her to leave the site for a period of time to cool down. The situation resolved without resorting to physical conflict.

Word Count 2178

(max word count 2000 + 10%=2200)

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 legislation, 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.

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

ANSWER:

I attended a call of anti-social behaviour resulting in criminal damage at an estate in Newport. The victim was a physically disabled woman who was also had mild autism. The perpetrators were allegedly a group of 3 youngsters, approximately 12-14 years old. The woman lives in a second floor flat. A group of youngsters had been down below shouting abusive comments at her and then threw a rock through her window. I attended the call and attempted to locate the children involved but they had run off before we arrived. I took a statement from the woman and got a description of the youths responsible. Golden hour inquiries revealed little as well. No one had any CCTV that captured the incident and it was dark so neither the woman or her neighbours got a good look at them. The victim believes they are the same group that regularly harasses her including shouting at her while she is walking down the street. She does not know who they are.

When attending a call the first thing to do is gather information and intelligence. In this case there wasn't any flags on her or the address. However the neighbourhood does have lots of issues

with ASB in general. In this particular case when it comes to assessing risk I found the risk to myself or officers low. However assessing risk also means considering risk of other people involved like witnesses and victims. Speaking to witnesses, while no one saw the specific attack itself they were fearful of drawing attention to themselves and making themselves targets to whichever group of kids were responsible. The risk to the victim was more heightened again. This was not the first time a group of youths had thrown a rock through her window. It was also not the first time she had been shouted at by groups of youths. She walks with aid and she has mild autism and she believes that she is being targeted because of these characteristics.

For this call there were several different things I considered. Beyond the crime of criminal damage itself the incident could also be considered a hate crime. According to the CPS, there are 5 types of hate crimes. These are crimes where there is hostility or motivation towards the victim based on race, religion, disability, sexual orientation or gender identity (CPS, 2022).

Hate crime based on disability is a relatively new development in policy. The Criminal Justice Act 2003 gave the court power to “enhance the sentence” of offences that were aggravated by the above-mentioned characteristics including disability (CJA, 2003). The offence would occur when a crime is motivated by hostility towards someone with a disability or behaved with hostility during the offence. There need not be evidence of this motivation from the perpetrator. The victim or any other third party simply perceives the criminal act to be motivated by hostility towards them for these reasons. In this case, the woman felt targeted by this group of young people because of her disabilities. The language they used while shouting at her referring to her as well as her window being singled when throwing rocks. According to the CPS, actions can include repeat occurrences, sustained attacks, harassment or aggressive mocking (CPS, 2022). In certain cases harassment may be dismissed as non-crimes or anti-social behaviour but overall these sorts of incidents can take a massive toll on the victims and the community.

It is for that reason that crimes that appear to be hate crimes need to be recorded promptly to allow the correct response from police and other support agencies. The case of Fiona Pilkington was a tragic example of what can happen when a series of targeted crimes fail to be recorded properly and communicated with the correct agencies. In that case after suffering years of targeted harassment and ASB from local youths, Pilkington killed herself and her disabled daughter having not received support (Walker, 2009).

This example is especially apt given the call I attended. In my case it was also a repetitive pattern of low-level incidents and ASB. Taken separately might not raise any flags. However taken together it can present a worrying pattern. It is therefore especially important to record the incident and signpost the correct support structures and victim services. From a policing perspective, the correct recording and signposting can allow for strategy discussions for increased patrols, Community Support Officer (CSO) visits and specialised neighbourhood teams to target problem areas. During this call the main things I had to think about in the beginning was getting the crime recorded quickly as per the code and refer the victim onto appropriate services.

At this call I also considered the Victim's Code of Conduct. Originally brought in 2004, the Code of Practice for Victims of Crime, presents the minimum level of standards that are to be provided to victims of crime. Some of these rights include things such as the right to be understood, to be given information about a case and outcomes and right to be referred to services (MOJ 2024). Updated in 2021, it also included enhanced rights for victims that are persistently targeted. It is important for victims to be kept updated with their cases and be followed up with victim services (College of Policing, 2021). Following the victim's code of practice is an important part of policing ethics of respect and empathy and public service. It forms part of the victim led service which is hoping to address past missteps and move forward in an ethical victim led manner.

With this call I considered that the state is obligated to protect lives and safety of those "within its jurisdiction" (Aydın-Aitchison and Mermutluoğlu, p. 81-82). Certain crimes such as

racially motivated or crimes that threaten the safety of disadvantaged groups require “special treatment in the investigative phase as they are especially destructive of fundamental rights” (Aydın-Aitchison and Mermutluoğlu, p. 81-82). In this call I attended, the victim was being targeted for a protected characteristic and was also a vulnerable victim entitled to extra consideration. In this case it isn’t enough that all victims are given blanket equal care by police and other agencies. Certain victims require additional support to make the system truly equitable.

The rights of the victim also contribute to the larger picture of human rights in general when it comes to policing. When attending this call I considered the role of the police regarding human rights. As per the Human Rights Act (HRA) and later the European Convention of Human Rights (ECHR) citizens are entitled to certain rights being protected with the underlying aim of preserving basic human dignity for all citizens (ECHR, 2024). Even someone who is lawfully arrested and thereby loses his right to liberty, is still entitled to certain absolute rights which include being treated fairly while in custody and not mistreated or tortured. In a modern western democracy people detained are entitled to rights such as fair trial without discrimination, access to an interpreter if they cannot speak the language, and a solicitor.

Considering human right on a community or society level, the right to liberty is weighed against the rights of other citizens. Therefore while someone may have the right to liberty, they cannot act in a way the infringes on someone else’s security of their self and their property. In this call I attended the victim’s own right to security were infringed upon by the group that was harassing her. Ultimately this could have resulted in arrest of the individuals responsible. As long as the police actions are lawful a person’s liberty can be taken by the state.

Citizens also expect their fundamental rights to be protected as part of their social contract with the state. The classic social contract theory from theorists such as Hobbes and Locke holds that people tacitly consent to state authority in exchange for security. They agree to lose some liberty in exchange for a certain amount of order to be maintained (Dyzenhaus and T. Poole, 2012). Extending

from there, I believe the Peelian principle of policing ties into the social contract theory. Ultimately in a democracy, citizens are consenting to being policed. In the UK especially where response police aren't armed, state power through policing is maintained more by consent than by force. Ultimately to achieve consent it is therefore important to consider community involvement, neighbourhood policing and respect for diverse communities.

For myself when I attend a call I am conscious of the balancing act where police must simultaneously protect the rights of people by taking away the rights of other people. In on hand I am considering the rights of the victims and public who the police must safeguard. On the other hand, policing necessarily interferes with certain rights of offenders and suspects (Poolman *et al.*, 2019 p. 450). In this case of ASB targeting a vulnerable victim with a disability hate crime the issue takes on the added dimension of discrimination and the need for heightened victim care. There is also an element care required for the perpetrators. While we remain unable to identify them, the perpetrators are also children and therefore entitled to extra rights and protection even as they must be prevented from victimising a vulnerable member of the community.

Locking up children isn't an ideal solution as children themselves are vulnerable. Situations like this require a certain amount of problem solving between police and partner agencies as well as the community as a whole. Restorative justice options may also play a role where victims are empowered and healing can be achieved from both victim and perpetrator. Some people they may not truly realise the damage hate crimes can cause to victims and our diverse communities

According to Stergioulis, in a democratic society, diversity is the cornerstone of human rights and are enshrined in the HRA from 1948 and later followed by the ECHR. Police diversity strategies must focus on cooperation with communities and establish neighbourhood policing, CSOs and focusing on support and protection of vulnerable groups (2018. p. 266-267). With a democratic system the emphasis is on "pluralism" in which diversity is not seen as a threat but as a "source of

enrichement” (Aydın-Aitchison and Mermutluoğlu, 2020, p 82). There is therefore an inherent value to humans of all walks of life and diversity is a strength of a democratic society.

When policing diverse communities it is of utmost importance to consider our own attitudes and behaviour. It means treating everyone fairly, regardless of their background and being cognisant of our own preconceptions and bias with victims or offenders. For myself I strive to put myself in other people’s shoes, to understand their struggles and treat everyone with compassion. I also reflect on my own background, where my own bias may lie and seek to educate myself on current issues. On a broader societal scale racism, ableism, discrimination and prejudice can have dangerous consequences. A state failing to protect citizens and to give all citizens equal protection actually “fails as a democracy” (Aydın-Aitchison and Mermutluoğlu, 2020, p. 82). Crimes aggravated by racism as well as hate crimes against protected characteristics ultimately dehumanise people. When people do not see other people as fully human there is a greater chance of violence being enacted upon them. Left unchecked these types of crimes threaten the very core fabric of our society.

Word count 1900

(Max wordcount 1750 +10% = 1925)

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.

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

ANSWER:

I attended a call at a residence where there were reports of an argument outside a house. Upon arrival, an adult male was outside the house on the pavement waiting for us. He had visible injuries on his head, neck and arms. After speaking to the male with the injuries, he disclosed that it was his partner who had struck him about the head, scrambled his neck and bruised his arms. I needed to make some decisions on how to proceed.

With domestic incidents, decision making can be quite complicated. Sometimes it is difficult to tell who the victim and the subject are. Relationships that have an element of violence can be toxic and unpredictable. The partners do not always want to engage with police, and sometimes even the victim is hostile to police involvement. There is always an element of risk to attending officers when going to domestic disturbance. While managing risk I also need to consider safeguarding for the victim and if children are present. These incidents are also Adverse Childhood Experiences (ACEs) which adds to the difficulty of the situation. In cases where there is extreme

violence and element of coercive control the risk is high and the right decisions must be made to safeguard the victim. With these things in mind I knocked on the door of the house and was invited in. I spoke to his mother who insisted nothing had happened and blamed her partner for drinking too much. As it was clear it was a domestic incident, I had to decide what to do.

For making decisions, an important aspect of policing I use is the National Decision Model (NDM) which is underpinned by the code of ethics. The NDM provides a guideline navigating complicated decision making situations and allow officer discretion. Keeping the NDM in mind meant when the call comes in I immediately look for any information on the address and persons involved. Information is critical to making a sound informed decision that assess risk and consider strategy. In this case there had been domestic incidents previously but so far nothing violent had occurred. That allowed me to consider different powers depending on what the situation on the ground was. It might have been a matter of a verbal argument and wouldn't necessarily require arrest. As it happened on arrival there was visible injuries on the male which made me reconsider my working strategy and consider the power of arrest. The overall risk level was elevated.

Officers need to make challenging decisions every day and weigh the benefits of different outcomes. Police must make decisions to arrest or not arrest, pursue other restorative actions or strictly enforce all laws. (Kleinig 1996, p. 84). The code of ethics is the basis of the NDM or the "axle on which the model turns." (Wood et al., p. 77).



(College of Policing, NDM, 2024)

The 5 steps of the NDM are a common-sense approach to decision making as I illustrated above. Importantly, the NDM is underpinned by the Code of Ethics which serves as an overarching theme or “mission statement” of the process. The Code of Ethics also reflects the other very important aspect of policing which is the use of discretion.

Brought in in 2014 the police code of ethics is a relatively new set of guidelines to provide a “framework to support ethical decision-making and clear guidance on the standards of professional behaviour within the police service” (College of Policing, COE, 2024) The code was later updated in 2024, mapping out the guidelines under 3 headings and amended to include all staff working in policing and codify the expectation to call out poor behaviour. Ideally the code of ethics would help penetrate the “blue wall” of silence regarding misconduct (Westmarland and Rowe 2018, p. 868)

The Code of ethics was not introduced without controversy. Some argued that a code risked reducing ethical decision making to models and mnemonics. A code of ethics suggests that ethical decision making could be learned simply by following the guidelines, rather than internalising true virtue ethics. At worst it could suggest complacency where ethical decision making becomes a “tick-box” exercise rather than representing true ethical decision making (Maile et al., 2023 pp 5-6). On the other hand the 2014 code of ethics mainly consists of character virtues or traits that one normally

attributes as inherent personality traits. The assumption would be therefore those engaged in policing have certain traits in their character already and the Code of Ethics reflects a collection of intellectual and moral virtues rather than a list of rigid principles or values (Maile et al., 2023 pp 5-6).

Relying entirely on the values and good character of officers can also be a risk. If officers are considered “citizens” in uniform they could mirror the diverse range of values from society itself. Operational decisions could be drawing on an “infinite” amount of value sets” (Lax 2014, p.128). There are obvious drawbacks to this approach. I would say ultimately to have a professional organisation, there needs to be a unifying mission statement or code of expectations for officers. The code of ethics attempts to codify what are essentially the favourable personality traits that a reasonable member of the public would expect an officer to embody. The code of ethics combined with the National Decision Model NDM allow for a structure of expected behaviour while allowing a flexibility of action from officers, or discretion in day to day decision making.

Defining discretion can be also problematic in a policing context. Kleinig suggests that discretion can be a manifestation of “good, sound, careful or wise judgement” (1996, p. 82). Discretion is normally defined in relation to the power officers have to act or not to act and the choices they make. Or a “bounded prerogative that police can exercise to solve problems society tasks them with” (del Pozo, B et al., 2021 p.41). Discretion can be influenced by cognitive bias, time constraints and officer perceptions of victims and offenders. For instance, If an offender is apologetic and elicits sympathy they are less likely than the rude offenders to get a penalty (Pearson, G. and Rowe 2020 p.134-136). Discretion can allow discriminatory policing as well where officers are guided by their own values and bias even leading to racially discriminatory policing or dismissing domestic violence as “just a domestic” (Diemer 2017, p. 339 -341)

I use domestic disputes as an example of the need for an over-arching code that acts to guide decisions yet allows officers to be empowered to allow for their own decisions. Consider historically

were officer discretion meant perpetrators didn't get arrested for assault even if there was evidence of injury. To counter this some strategies were employed that made arrests mandatory which led to unquestioning application of a policy of mandatory arrests at domestic disputes (Pearson and Rowe 2020, p. 143-144). In some cases there was an increase of dual arrests for instance and overall increase victim dissatisfaction (Diemer 2017, p.341). It becomes clear that there is a need for flexible decisions making that needs an ethical and framework to guide decision making.

When considering discretion police officers have a great deal of power on how crimes are recorded and disposed of. Failure to record and investigate crime is referred to as cuffing. In these cases officers use their discretion to under-record crime or not properly investigate crime (Aplin 2022, p.455). Again with domestic disputes this led to under-reporting of domestic disputes. Historically problems arose from the "interaction of police discretion and the uninformed, sexist attitudes of officers" (Myhill and Johnson 2016, p. 4).

More recently policies have changed to a more positive action approach including mandatory arrest as I mentioned above. Relevant to the call I attended, I considered how we are evidence driven in domestic incidents. It may not be as binding as an officially mandatory arrest but if there is evidence of a crime having taken place than it is treated as such. The fact that a partner doesn't want to make a complaint doesn't mean the crime won't be investigated and acted upon. It puts victims at the heart of an investigation, something which I feel is reflected in the Code of Ethics.

The Code of Ethics is important in this case as officers may become frustrated by going to the same home time after time with domestic victims refusing to make complaints. They might then start letting their frustration influence the way they deal with incidents and ultimately, the way they record it. The Code of Ethics codifies expected behaviour. This helps guide decision making and allowing us to reflect on own bias and continue to act fairly and impartially.

When considering discretion it is also useful to look at the Criminal Procedure and Investigations Act 1996. While disclosure may not readily come to mind when looking at discretion,

an officer's decisions play into disclosure much as it does when recording crimes and other administrative work. Prior to 1996 the defence was able to access an increasing amount of non-evidential investigative material. At the same time there were several miscarriages of justice due to lack of disclosure of important material that could have offered significant defences to accused. The CPIA was brought in as an attempt to address these issues. It addresses the need for all unused material is recorded, relevant material is identified and all lines of inquiry to be undertaken even if it leads away from a suspect. (CPIA 2024) The police play a significant role in this process as it is the officers discretion as to what they pass on to the prosecutor. Issues due arise from administrative problems such as break down of communication between investigating officers taking over a case, communication issues between forensics and officers and even just officers not recognising what is significant (Taylor 2001, p.116). Taylor also writes the effectiveness of the process is undermined at all stages by those involved."

For me, understanding the procedures of disclosure came as I was preparing a case file. I had to consider which materials were sensitive, non-sensitive and relevant which involves a certain level of decision making. In addition, following all lines of enquiry was another consideration requiring good decision making. In this case, it was relatively straightforward as there were witness statements, CCTV and injuries to corroborate the story of the victim. While Taylor writes quite scathingly of the CPIA it does seem to me strike a balance between the need for mutual disclosure between the defence and prosecution. If one considers the past miscarriages of justice as investigators overlooking evidence that disproved their case against an accused, that goes against the value of impartiality an important aspect of the code of ethics.

Ultimately in this domestic incident I attended I was able to prepare a case file with all the evidence I had collected. Before submission however, the victim decided to reconcile with his partner and retract his statement. I spoke with him quite extensively as he was undecided on a course of action given his feelings for his partner but not wanting to let people down by forgiving her

actions. I was able to recognise my own bias in the incident as I personally wished he would have pushed through with the complaint. However, it was my job to provide impartiality. I did empathise with him, advised him about resources for victims of domestic violence but in the end the choice was his to make.

1918 words

(max word count $1750 + 10\% = 1925$)

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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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