



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

Stress can be defined as a state of worry or mental tension caused by a difficult situation (World Health Organisation (WHO)). Stress can result in many negative effects on the emotional and physical state of a person. Some of the effects of stress are: irritable, angry or tearful, feeling worried, anxious, hopeless or scared, changes in eating habits and exercise, habits around drinking, smoking, or taking other substances (National Health Service (NHS)). It can also have more drastic effects on the physical health of a person and lead to common stress diseases, such as: peptic ulcers in the upper stomach and upper intestine, high blood pressure, heart accidents, and nervous disturbances (Goldberger and Breznitz).

'Fundamentally resilience is understood as referring to positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity' (Herrman et al, 2011). Resilience is also defined as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress (American Psychological Association). Maria Galano (2021) similarly states resilience could be defined as having the ability to move forward, "bounce back", or even experience personal growth after undergoing hardship or trauma. The College of Policing state that common short-term symptoms of trauma are: becoming hyper-alert, jumpy, not wanting to eat, avoiding people or places, or feeling upset and sad. They also state that primary trauma and secondary trauma are two psychological risks faced by response officers and staff.

During my initial 6 months of learning and since being attested as a Police Constable, I used different coping strategies to help develop resilience and minimise stress, to reduce the likelihood of being affected by trauma and stress and their negative impacts on a person, as listed above.

The first coping strategy that I used was exercise and remaining active. I am fortunate enough to have taken part in several types of sport before joining the job but since joining, my participation in these sports had started to decline. This led to some negative effects on the way I felt, and one of these was an increase in stress. Therefore, I decided that I needed

to make a commitment to myself that I would increase the amount of physical activity in which I would partake, as 'there have been consistent findings that people report feeling calmer after a 20- to 30-minute bout of aerobic exercise, and the calming effect can last for several hours after exercise' (Erica M. Jackson, 2013). As a result of this, I started going for more walks, playing football more often and took part in the martial arts, Kung Fu. I have always enjoyed playing football and I always feel good within myself after taking part, whether it be training or a game. I decided to take part in Kung Fu after completing some research online. A study by Wang et al (2009), found that Tai Chi can be effective in reducing stress. Tai Chi is an element of the Kung Fu classes that I attend, so as well as the receiving the benefit of reduced stress with Tai Chi, I also benefited from the exercise associated with Kung Fu.

I also overhauled my diet, and ate cleaner, healthier, and more nutritious whole foods, as unhealthy eating patterns will only result in an increase in stress levels, and with the right nutrition, anyone can reduce the impact that stress has on the body (Gonzalez and Miranda-Massari, 2014). As a result of this, I decided to significantly reduce the amount of processed sugar and unhealthy fats that I ate. I instead, started to replace these unhealthy fats and sugars, with healthier fats and naturally occurring sugars, as well as vegetables and whole foods. For example, instead of consuming regular fast food, I meal prepped and made meals consisting of a protein source (such as salmon or chicken), a carbohydrate (such as rice or potatoes/sweet potatoes), and a mix of vegetables. I have also replaced sugary snacks such as chocolates and sweets to fruits and mixed nuts.

The second coping strategy that I used in order to minimise stress was to have some 'me time', and develop a work life balance that was achievable and beneficial. A study by Bhui et al (2016) found that reducing overtime and maintaining a better work life balance were thought to be very effective personal interventions in reducing stress. Therefore, in order to achieve this work life balance, I did many things. The first of which being not taking any work home with me. It is important to keep home at home, and work at work, minimising the effect those two have on each other, and keeping that clear distinction between the two. This gives me more time in my home life, to practice other interventions that I find relaxing and minimise stress. I enjoyed gaming often, in between family time and exercise. I personally found that gaming relaxes me and takes my mind off things that I would think about that are likely to cause me stress if I am not doing anything. This is backed up by a study by Desai et al (2021), who found that gaming led to significant reductions in both psychological and physiological stress. I also spent a lot more time with family and friends, taking part in activities, walking, or just general 'meet ups', creating a social support bubble. This was so that I wouldn't isolate myself and become lonely as loneliness has been found to raise levels of stress (American Psychological Association), and so that I could take myself away from work and do productive, fun things on my time off. Spending more time with family and friends also builds resilience. Galano (2021) states that "The most robust predictor of resiliency tends to be social support...good parent-child relationships, relationships with siblings, support from peers, support from schools and teachers, and other kinds of social institutions".

One other final thing that I felt reduced my stress and built up my resilience was to simply accept things that I cannot change. I cannot control the outcome of every situation in my

personal and working life, so accepting things I cannot change took things off my mind and I wouldn't stress about them nearly as much as I used to.

Word count – 1041

Task 2

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

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

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

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

Conflict is the disagreement or difference of opinions between or among individuals that can be potentially harmful (Ronquillo et al, 2023). A definition for conflict in a policing context according to the Albanian Police Standard Procedure (2017), is that conflict is related with any situation in which two or more parties feel they have mutually incompatible intentions (as cited in Agastra, 2018). According to Deutch et al (2006), some potential causes of conflict include personal dislike, differences in beliefs and basic values, differences in knowledge and, loyalties to groups. The police routinely have to respond to and deal with conflict situations involving violent and aggressive people (ACC Dave Hardcastle), and the police may be required to intervene to manage conflicts at different levels (Chijoko and Tshababa et al, 2020).

There are different types of conflict (for example physical and verbal), and each situation needs to be individually assessed to determine the most appropriate response in order to resolve the conflict. Agastra (2018) indicates that police intervention in conflict situations is targeted primarily at preventing conflicts from escalating and causing physical, economic and psychological damage. However, there will certainly be times where police arrive after conflict has already escalated or arriving during the escalated situation. When responding to such situations, officers and staff put themselves in potential danger, and their actions can also have an impact on public safety, trust and confidence in the police (ACC Dave Hardcastle).

Trust is often the first casualty in conflict (R. J. Lewicki & C. Wiethoff, 2000). The same research describes trust as an individual's belief in, and willingness to act based on, the words, actions, and decisions of another. In November 2022, a poll conducted by YouGov where over 5000 UK adults voted, found that 49% of voters had confidence in the police

(YouGov, 2022). From this poll, we can see that trust in policing is low within the British public. Due to recent stories being published by the mainstream media regarding police officers engaging in criminal behaviour, as well as a recent disturbing case involving a South Wales Police officer, and a different case involving media publishing articles around the circumstances surrounding the events that led up to the Ely Riots, there is no doubt that trust in policing, particularly in South Wales has been damaged further over the past year. Without the trust and confidence of the public, the police will be seriously limited in their ability to do their job (Rosenbaum et al, 2005). If police are unable to do their job, that would cause further distrust by the public in policing, as if they are seeing that police are unable to do their job, they would be less likely to report crime.

For this situation, I will be using Betari's Box (College of Policing) and the Gibbs Reflective Model (Gibbs, 1998) throughout the essay and detail how I utilised them and evaluate the incident.

The conflict situation I will be assessing and reflecting on happened whilst I am being stationed in the Hub, where conflict is not an everyday occurrence and was my first real conflict situation whilst being in a policing role. When working in the Hub late in the evening, we had a call from police staff working in the reception at the front desk. They had requested that police officers come down to the reception to deal a situation involving a male. 3 of us arrived at there promptly and could see a male being verbally abusive towards staff at the front desk. Due to it being my first time as a police officer dealing with conflict, I was slightly nervous going down to reception and into the situation. However, going down with 2 experienced colleagues helped me relax a little bit because I knew if I was struggling in any part of the incident, they were there to step in and help, or take over. One of my colleagues went to speak to the staff at the front desk, whilst myself and another officer went into the public part of the reception where the male was and went to approach him. My thinking process was firstly to find out exactly what was going on and to remove the male from the reception area to end the incident that was taking place.

When walking towards the male, I could see that the male was extremely angry. I could see this as his face was bright red and he was being verbally abusive towards myself and my colleague when he first saw us, and towards the front desk staff for calling us when he didn't come in to speak to officers and was unhappy at the fact we were called. When seeing this, my thoughts were to calm him down straight away so that I could remove him from the reception to prevent any escalation. One thing that was running through my mind when approaching him was something we learned in training – Betari's Box. Betari's Box is a continuation box, where my attitude affects my behaviour, which affects your attitude. Your attitude then affects your behaviour, which affects my attitude, which recycles and goes through the box again (College of Policing). Utilising my training around Betari's Box, I realised that if I went into that situation in a conduct that matched his, I would find it difficult to bring his conduct down, or worse escalate the situation, turning a situation that is not yet physical into a physical one. I approached him in a calm manner trying to obtain his full attention, saying to him, 'Hi bud what's going on? Are you alright?'.

His attitude was a lot better towards me (although still aggressive) than it was towards the members of staff at the front desk, as when he was explaining to me what was going, when he said something about the staff at the front desk, he was looking at them shouting angrily about them so that they could hear it. I then told the male to come and have a chat with me outside. This was to remove him away from the front desk staff who he was at shouting and

who the original conflict was with so that we could try to deescalate the situation hopefully resulting in no arrest and no offences being committed.

When outside, I managed to retrieve some very vague information from the male regarding what was going on and get a little bit of his side of the story. The male had told me that he had lost his bank card and went to the police station to call the bank, using the reception's phone. He used the phone and the front desk staff had cut him off and told him to leave when he has done nothing wrong.

Then, my colleague came over to us and explained what the front desk staff had said. He had told me that the male had come in all aggressive towards the front desk staff on entry demanding to use their phone. After calming him down they had let him use their phone to call his bank, but whilst on the phone he started to become more aggressive once again, hitting the screen and being abusive towards them for no reason.

Upon hearing what my colleague was saying, the male started to disagree and started to use aggressive behaviour once again, calling the front desk staff liars and directing his aggression towards us. He was wanting to go back inside so that he could start shouting once again at the front desk staff, prompting us to stand in front of the door and block him from entering with no use of physical force.

He had to be told by my colleague that if his behaviour was to continue like this, he would be arrested for a public order offence.

He then kept saying something along the lines of that he's not doing anything. I then had to explain to the male that because his behaviour could be causing the front desk staff alarm, harassment or distress, that is the reason that he could be arrested.

He then started to calm down a little bit and seemed more frustrated than aggressive. He started by saying that the police 'SUPPOSED TO BE FRAUD PREVENTION', multiple times.

As there he had lost his bank card and there was no evidence of any fraud, there was nothing we could help with as he needs to talk to his bank. Due to his behaviour when using the phone, my colleague had to tell him that he was not allowed to use our phone and had to use a phone elsewhere. He was complaining a bit about not being able to use it, but after being told multiple times that he would not be allowed to use it due to his behaviour previously he finally gave in. He then asked for our collar numbers to be written down on some paper and then left. The whole situation lasted for approximately 15 minutes.

After the incident, I felt that the outcome went well for all people involved. For myself firstly, it was the first piece of a real conflict situation in policing that I had a part in dealing with. It gave me good experience and now provides me with more confidence in going into the next situation I deal with. It helped me massively that I was with experienced officers who allowed me to have most of the communication with the male and them being there gave me more comfort and confidence in knowing that if I needed them, they were there. I believe that my first encounter and communication with the male was effective by utilising Betari's Box, as it brought him down to a calmer tone initially which in turn, I believe had a positive effect on the outcome of the situation. If I would have entered the situation in a manner that matched the male's, the situation could have taken a turn and raised him

higher, with the outcome ending differently to what it did. Throughout the incident I remained in calm conversation with the male trying to bring him down further and prevent things escalating. As mentioned above, he did start to get aggressive once again when he found out what was said about his actions. This could have been avoided if I had moved further away from the male to talk to my colleague, leaving my other colleague to stay and talk to him.

I believe that using no force was a great result for myself and my colleagues as we could have used it to stop him from re-entering the reception however, we instead used effective communication that resulted in no force being used.

Reflecting upon the incident, another thing that I would change about how I dealt with it was to tell the male he would need to leave or be arrested earlier. My colleague stepped in and told the male this which changed the male's behaviour to more frustration than aggression and resulted in the end of the incident shortly after, with the male walking away. I think that me not telling the male this sooner and before my colleague stepped in was due to a lack of experience and confidence. Whilst I felt confident talking to the male, I didn't have the experience in dealing with someone in a policing situation like this before and that made me rethink myself, reducing my confidence in telling him that he could be arrested.

Overall, I am happy with how the incident went. Whilst I could have done certain things differently, I believe that I handled the situation well, especially for my first conflict situation. Using effective communication, I was able to gather the male's side of the story and remove him from the reception quickly. I am also happy with the lack of force used, as the situation was managed by effective communication by myself and my colleagues.

Total word count – 1996

Task 3

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

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

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

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

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

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

ANSWER:

According to Crime Survey for England and Wales (CSEW) estimates for the year ending March 2023, people aged 16 years and over experienced 8.7 million offences (Office for National Statistics (ONS), 2023). It must be highlighted that this is an estimate and not the total of crimes reported. There were 275,694 crimes recorded in Wales in the 2022/23 reporting year (D. Clark, 2023). Whilst a percentage of these crimes will be committed against Rex, a great percentage of these crimes will be committed against people who suffer because of crime.

No one deserves to be a victim of crime but unfortunately, there are too many victims of crime. For the people who are victims of crime, South Wales Police has a Victims and Witness Strategy. 'The aim of this Victim and Witness Strategy is to place the needs of victims of crime at the heart of policing in South Wales, provide them with the support they need throughout their engagement with the Criminal Justice System and in seeking the help they need to aid their recovery and resilience' (South Wales Police).

One-way in which us as officers can support victims of crime is by adhering to the Victims Code of Practice. "The Code of Practice for Victims of Crime (Victims' Code) sets out the services and a minimum standard for these services that must be provided to victims of crime by organisations (referred to as service providers) in England and Wales" (Gov.uk). The Victims Code of Practice contains 12 rights, all of which are given to victims daily by officers. In this essay, I am going to explore a case where I dealt with a victim within my first 2 operation weeks, and how I applied the Victims Code, and how I dealt with the cultural issues. Although another officer was the officer in case at the time, I still had the victim contact for a short period.

My former tutor and I were given a case that involved a breach of bail (not to contact a victim). The situation was that there had been a history of domestic violence between the couple that had been reported previously. Domestic related crime from my experience are the most frequent types of crimes we deal with in the hub. In the year ending March 2023, the police flagged 889,441 recorded offences as domestic abuse related (ONS).

The victim (female) and the defendant (male) were a younger couple that had a child together that made the situation more difficult to deal with for the victim. The allegation was that the defendant was ringing the victim at early hours in the morning waking the victim and the child. One of the bail conditions was to not contact that victim directly or indirectly and due to the defendant ringing the victim he was arrested for a breach of bail.

The victim stated to police that she doesn't trust the police and that she doesn't believe the police are going to help long term. So, at this point the victim already had little faith in the police service. Overall, Evidence suggests that levels of trust and confidence in the police in England and Wales have declined in recent years and vary by ethnicity and gender (UK Parliament). Trust can be affected by individual and group experiences of the police, police conduct and performance, and media coverage of the police (UK Parliament). Due to this, it was the job of myself and my tutor to provide the victim of the crime with the best possible victim service we could provide. If we did not have support of the victim going forward, that could damage the case and result in no further action being taken in the domestic violence aspects. Not only could it damage the case, more importantly it can have negative effect on the victim and the child, which protecting them was the priority in the case. If the victim was not treated appropriately, this could have a negative effect on the victim and have a wider negative impact on the community and trust in policing. This could in turn lead to less crime being reported and less cooperation from the community and victims.

To begin the trust building phase with the victim, being honest with her with the upmost important. She provided a screenshot of the alleged phone call from the defendant. The screen shot shown a missed call from a withheld number. After an interview with the defendant, he denied making the call and said that he didn't even have a phone. My contact with the victim post interview was that we are going to have to prove that he has a phone, and that had made the call, otherwise there is no evidence that he made the call. I then had to explain the process of the investigation and she seemed unsure if she wanted to go through the investigative process. This is when I told her about the Victims Code and the support available to her. During this I opened the Victims Code on my force laptop to ensure I could give her the best and most accurate information.

As rights 1 and 2 have already been met, I took the victim through right 3 – to be provided with information when reporting a crime (College of Policing). The victim was provided with contact details for both me and my tutor who was the officer in case and told that she could always contact us if she needed to. She was provided details of the offence and what is going to happen going forward. I provided information around special measures, which a domestic abuse victim is eligible for special measures in Section 23-26 and possibly 27-28 of the Youth Justice and Criminal Evidence Act 1999 (Crown Prosecution Service). She was also provided with information about some support services that were available, how to contact them, and what they could offer (with some help from my tutor). It was important for the victim to understand the process that she could potentially be going through and what might be expected of her before the process starts. It is important that she has a single

point of contact throughout the investigation, reducing the stress on other departments and getting through to the officer(s) who can provide her with the information required as soon as possible.

Rights 4 – To be referred to services that support victims and have support tailored to their needs (College of Policing), was completed by my tutor, who explained to me the importance of referring them to the relevant support services. Some of the referrals and the initial victims needs assessment was conducted by response officers working with other departments, as response were the first responders and me and my tutor in the hub picked up the case the next day. If I were to remain as part of the investigation for this case, I would ensure that there would be consistent communication with the victim regarding what victim services I have referred them to and ask if they wanted the support. I would look to refer internally to our force Domestic Violence team, and externally I would provide contact information for Live Fear Free Helpline provided by the Welsh Government, who can provide help and advice to anyone experiencing domestic abuse (Live Fear Free Helpline), and Welsh Women's Aid. Being referred to services can be extremely helpful to victims of crime. Often, they can support and advice that is more effective than the polices, and can have a positive effect on the victim, their families and the legal investigation. If these services weren't available, it could be detrimental to victims of crime, and it would put more strain on policing.

For right 6 – to be provided with information about the investigation and prosecution (College of Policing) – I applied the guidance and contacted the victim at the required times. The first set of contact I had with the victim was when I contacted her after the defendant was interviewed under caution. I had told the victim what was said in interview and that he denied ringing her. This is when I provided the victim with my and my tutor's contact details and talked her through right 3 and 4. My tutor then contacted her regarding the defendant being released from custody and he discussed the frequency of updates with the victim, and her preferred method of contact. I had contact with the victim a few days later but I did not have any further contact as my tutor took full responsibilities for victim contact going forward. Being a victim of crime can seriously affect a person. A study by Victim Support found that 83.7% of victims suffered a negative effect on their emotional/psychological wellbeing, and that 80.7% of people suffered a negative effect on their 'sense of safety and security'. This can sometimes be the worst time of their lives and the crime may be constantly playing on their mind. Having something done can be the most important thing in the world to them. When a victim contacts the police, it is often because they would like something done about it. That is why it is important that victims are regularly updated on the investigation and especially at after significant events within the investigation. If the victim is not being contacted and updated regularly by the police, they could feel like nothing is being done about the offence. This could result in them withdrawing their complaint, distrust in the police, and reluctance to report further crimes.

On reflection of this incident, I did not apply all victim codes. A reason for this is that not all of them were relevant and needed at that time in the investigation phase, as they would come further on in the investigation. If I were to have this opportunity again, I would certainly make use of right 7 – to make a victim personal statement (VPS) (College of Policing). The VPS gives victims a voice in the criminal justice process by helping others to understand how a crime has affected the victim, and if the defendant is found guilty, the VPS will be considered when sentencing (Gov.uk). When I start having victim contact again, I would look to provide victims with all necessary support and follow the victims'

code. Whilst all are important, right 6 – to be provided with information about the investigation and prosecution (College of Policing) is one that I believe is extremely important to victims. As officers, we are constantly dealing with cases and are picking up new cases day by day. Whilst that is going on, there are victims who are awaiting updates and that can sometimes be forgotten about by officers. Victims deserve to be updated regularly in an agreed timeframe and time should be taken by officers to make that victim feel like they are the most important person in the world. That will be my aim and to ensure I stick to this I allocate time each day to make sure I contact victims regularly, even if it is to tell them that I have not got any update for them, as that will hopefully give them a but of peace of mind.

Total word count - 1872

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess your role during a **police investigation** where you played a significant part with an offender/victim and reflect upon what happened.

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

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

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

ANSWER:

The National Decision Model (College of Policing, 2014) is a decision-making model created by the College of Policing that 'is suitable for all decisions and should be used by everyone in policing' and 'decision makers can use the NDM to structure a rationale of what they did during an incident and why' (College of Policing, 2014). Every day we were in training, we were being taught that the National Decision Model is the backbone to modern day policing. We were taught that every call you attend, every incident you work on and everything you do in a policing context, every decision you make should come from the use of the National Decision Model. During my short period in policing so far, I use the model every day, more often utilising it unconsciously than consciously.

The National Decision Model is set in 6 stages. The first stage of which, is gather information and intelligence. The College of Policing (COP) state that this defines the situation – what is happening, what I know so far, what I don't know, what do I need to know etc. This then leads into the second stage, assess threat risk and develop a working strategy. During this stage, officers should develop a strategy based upon the risk of the situation. This could be done by considering the actions they are going to take and the potential outcome of their actions, do I need other units/departments or other emergency services at scene etc. The third stage is to consider powers and policies. This is when the officer should consider the powers, policies and legislations that the officer has available to them for this incident and how they could use them. The fourth stage is to identify options and contingencies. During this stage, officers should consider the options available to

them that allow them to make a reasonable and justifiable decision with the least risk of harm to themselves, the public and the perpetrator(s). The fifth stage is to take action and review what happened. This stage can be broken down into two – take action, then review what happened after. For take action, this is where you implement the options and contingencies you decided upon in the previous stage. The situation may be continuing and not having the desired effect as a result of your actions, so you may need to work through all the stages or certain stages again. The last part of stage 5 is to review what happened. This stage is simple – review your decisions using the National Decision Model after the incident, looking at what went well, what didn't go well, what would you do differently next time etc. All this paragraph is summary of COP, National Decision Model.

At the centre of the National Decision Model is the Code of Ethics, the sixth and final stage, and is the heart of all police decision making (COP). The code of ethics is a set of standards and principles that applies to policing (COP). It comprises of 10 standards of professional behaviour and 9 policing principles (Dorset Police and Devon & Cornwall Police). The 10 standards of professional behaviour are: (1) honesty and integrity, (2) authority, respect and courtesy, (3) equality and diversity, (4) use of force, (5) orders and instructions, (6) duties and responsibilities, (7) confidentiality, (8) fitness for work, (9) conduct, (10) challenging and reporting improper behaviour (Dorset Police and Devon & Cornwall Police). The 9 policing principles are: accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, selflessness (West Yorkshire Police). This is the backbone of policing and all decisions made should be based upon these, and that is why it is the centre piece of the National Decision Model.

In this essay, I will be discussing an incident that I played a role in (although not OIC) and I will be reflecting upon how I used the National Decision Model and code of ethics to make decisions regarding the incident. I will also be reviewing the impact the National Decision Model had on my decision making throughout the situation, and use of discretion throughout. I will also be reviewing my responsibilities regarding the Criminal Procedure and Investigations Act 1996 (CPIA).

The incident involved a young male around 16-17 years old who had been brought in for non-fatal strangulation on his mother. The male had grabbed his mother around the neck with both hands tightly, restricting her ability to breathe, after she had told him to get off his video game as he had been on there constantly for days. This was allegedly witnessed by either the male's brother or father, who had to remove the male's hands off his mother's throat. Although the police were contacted either by the mother, father, or brother, none of them were willing to provide police with a statement of what had happened, and they were not supportive of police action.

The arrested male was autistic. He spoke articulately and from the limited time we were with him he seemed highly intelligent. Despite this, he was mentally and emotionally struggling to cope with being in custody which came to light during interview. Due to his age and disability the male was clearly vulnerable and needed to be catered to his individual needs when being dealt with.

As one of the interviewing officers, when learning about the case and the person (gather information and intelligence), I decided to go down to custody and build a rapport with him. After reading that the cause of incident involved video games, I thought that would be a

good topic to start talking to him about. When assessing the threat risk, due to the nature of the crime I considered him potentially violent and unpredictable and went down with a colleague to build up that early rapport. Talking to him about something he liked such as video games, my thinking was that if I can build up that rapport, that might make him feel more at ease and more comfortable around myself and my colleague, reducing the risk of any violence.

Before interview, I had to arrange for both the solicitor and appropriate adult to arrive at the station ready for interview at the same time. Due to the male's age and disability, he needed an appropriate adult present (PACE Code C). 'Appropriate adults have an important role to play in the custody environment by ensuring that the detained person whom they are assisting understands what is happening to them and why' (Home Office). According to Section 58 of PACE, 'A person arrested and held in custody in a police station or other premises shall be entitled, if he so requests, to consult a solicitor privately at any time'. When the male requested a solicitor, I had to start preparing a solicitor briefing involving disclosure to the solicitor. Within part of my role within the CPIA, I had to disclose information to the solicitor during the briefing, telling the solicitor what evidence we had going into the interview. Disclosure is a very important part of the CPIA as it ensures that the defendant receives a fair trial, providing them with the evidence and undermining material.

When taking the male out of his cell and bringing him to interview room where his solicitor was waiting, I had to continue to communicate with the male about his interests and tasking him about them, trying to make him feel more at ease going into interview. When in the interview room, I had to set up the laptop ready to record the interview – part of my responsibilities under the CPIA, to ensure the recording of evidence. When starting the interview and after running through the memo card, we started asking questions to the male. It was at this point he started to get distressed, not so much with being questioned but about being in custody as a whole and that he was mentally struggling to cope. He admitted the offence instantly but followed it up with something along the lines of please just let me go home and that he hated it in custody. He then started crying in a state of distress. Using my discretion, I decided to pause the interview as it did not seem appropriate to carry on the interview due to the mental state of the male. I then tried to calm the male down. During this, I had three options. The first option was to continue with the interview as he just gave an admission. However, how could I be sure that was an admission to the offence because he committed it or was this an admission because he didn't understand what was going on and he just wanted to leave custody at the earliest time. The second option was to wait for the male to calm down and then continue. The third option was to request that the male be seen by a nurse. The main priority during this was the defendant's welfare. As well as this, I also had to think about the legal side of things. If I were to continue the interview with the male in a state of distress, even if he provides a full admission of the offence, what legal difficulties would that lead to in court? Both concerns ruled out option one.

After a quick chat with the solicitor and appropriate adult, it was decided that I would ask the nurse if they could review the male to see if he was fit for interview. Luckily, the police have the power to request that someone be tested to see if they are 'fit for interview'. In this situation, using my discretion and taking on board the opinions of the solicitor and appropriate adult, I believed it was the best option for the male to see the nurse, concerning both the male's welfare and the legal side of things. This was then acted upon.

Further on in the day, the male was deemed fit for interview by the force nurse. Unfortunately, I did not have any further role in the case and did not find out what happened with the male. However, I feel that I performed well in my role in the investigation. Victims contact and welfare is widely drilled throughout the South Wales Police force. We have also been made aware about defendant's welfare also, however, I feel that this should be talked about more. During my role I feel I did all that I could to look after the defendant's welfare and I hope that I helped the male during his time in custody and I hope that I helped the investigation process. If I were in this situation again, I would like to speak to the custody sergeants and custody detention officers to find out more about their interactions with the male. This could have helped me further understand the mental state of the male more and maybe understand how custody communicated with him and what techniques could either help me or what techniques did not work.

Overall, I feel that I did what I could to look after the defendant's welfare and did what I could to continue the integrity of the investigation.

Word count – 1864

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This compilation 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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