

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

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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.

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](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-UPDATED-05-11-2019.pdf))

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Is my idea of stress the same as everyone else's? Is my measure of a stressful situation the equal to that of others? Does it matter? In a nutshell; I don't think it does. In my view, it is a very personal evaluation and does not need to be quantified or compared to what others may think.

It is generally accepted that stress is a normal part of life, and can occur as a result of any aspect of life; health-related issues, family struggles, financial implications. In this discussion, I will be using the Gibbs Reflective Cycle (1988) to reflect on the stress I experienced during the initial six months of being attested as a Police Constable, and attempts I made to manage and reduce that stress where possible, whilst trying to develop resilience and coping strategies. Some methods were successful, some not as much, and I will be evaluating if and how I would change these approaches where I will inevitably face stressful situations in the future.

One of the biggest challenges I faced was balancing the new workload against ensuring I continued spending quality time with my young family. Trying to explain to a 4-year-old that I suddenly had work to do while I was at home and would usually be tending to her every beck and call was difficult to say the least. The guilt I felt having to say 'I don't have time' was heart-breaking.

However, this burden was shared by my very supporting husband, who took on the added responsibility during this time, which allowed me to focus on my studies. The opinion that 'a good support network of colleagues, friends and family can ease your work troubles and help you see things in a different way' (10 Stress Busters, 2020) is shared by many, and this was certainly the case for me.

As well as my family, I developed some very close friendships within my training group. In such an unusual learning environment, it is understandable for an individual to feel vulnerable, and sometimes intimidated and so can take time to allow yourself to form these close friendships. However allowing yourself to build these relationships with like-minded people, who all understand the struggles you are going through and all want to succeed without doubt contributes to becoming more resilient. Having these people around to offload to and talk to when all seemed to get a little too much for me to cope with made me realise I was not alone, and that I could get through it. When using the Gibbs Model (1988) to evaluate this, self-reflection has taught me that I should not, and do not need to, face these challenging times alone. I have an incredible support network around me, and leaning on that when I am most in need is not a sign of my weakness, but an indication that I am using my coping techniques effectively to help manage and reduce what could otherwise prove to be an unbearably stressful time.

There were countless occasions when I questioned my ability, whether or not I had made the right decision, and was it all going to be worth the family sacrifices I was making. I would question what kind of example I would be setting for my daughter if I were to give up because I was finding it all a bit too much to cope with. These thoughts would always conclude with the realisation that the commitment I was making was necessary to achieve my longstanding ambition of becoming a Police Officer. That commitment, I am sure, will allow me to continue with that goal being better prepared for what the future may hold. This helped me develop my resilience to cope with stressful situations, and gave me the determination to succeed and I knew it would not only be of benefit to myself, but to my family.

Probably one of the major downfalls I faced since being attested as a Police Constable was maintaining a healthy lifestyle, both diet and exercise. I agree with the view that the psychological benefits of exercise should not be overlooked, and can 'alleviate symptoms of depression, fatigue, tension and anger' (Verywell Mind, 2020). However, when looking back at how successful I was at this, I was already struggling to effectively manage my time between work, family and studies. Whilst the idea of adding exercise to help clear the mind and build resilience is effective in theory, in reality having to allocate time I felt I did not have to additional activities only proved to add to the stress I was experiencing. I think a way of making this a more successful method in the future, would be more effective time management. I would allocate myself time dedicated only to exercise, knowing that I was not taking time away from family and studies, because as discussed by Park (2016) engaging in physical activity enhances self-regulation, resilience, mood, well-being and quality of life.

It is without doubt, I put too much pressure on myself to not only succeed, but to exceed any expectations I had set myself when training for my new career, a career I have wanted for as long as I can remember. The transition from what could be described as a 'normal' working life to a classroom based learning environment was extremely difficult for me to adapt to, especially considering I had not been in any kind of education for many years. I found it impossible not to compare myself to others, most of whom were a lot younger, and had not long left higher education. The instant feeling of self-doubt was difficult for me to cope with. I felt I was going to struggle to get back into the routine and discipline of self-study. There were times when I thought the workload and possibly a lack of understanding were making me feel like I was out of my depth. When reflecting on this, it is clearer to me that a huge part, possibly even the main cause of me feeling so low, was the pressure I was putting on myself to do well. However, when looking at this from another angle, while I may have been out of practice on the educational side of things, I was able to rely on experiences I have gained in working in a stressful compliance environment. It is now apparent this has stood me in good stead, and has no doubt enabled me to build resilience to cope with the pressure that came with the initial six months of training.

It is now apparent to me that this lack of confidence has been with me throughout my years in education, starting in primary school continuing to a Master's Degree at University, and at no point did I give up. Educationally, I have achieved everything I have put my mind to and exceeded my own expectations. It is without doubt this has helped me develop resilience, defined as 'persisting despite obstacles' (McEwen, 2011), to deal with stressful situations. It has given me the encouragement and confidence I needed since being attested as a Police Constable. While setting personal challenges and striving to succeed are undoubtedly a good thing, the goals I set must be both realistic and achievable. Reflecting on this has taught me not to compare my ability to anyone else's, but to have the confidence in myself that I can achieve personal goals.

In this discussion, I have reflected on the main methods I used since being attested as a Police Officer to attempt to both build resilience to help manage and reduce stress. Building resilience is essential to deal with the ever-changing environment of front line policing, and I think it would be reasonable to say that I certainly managed the stress of my training. However, not every method I adopted was successful, and it would be fair to say I was not successful in reducing stress as much as I could. While we can all develop resilience and implement coping mechanisms, I have come to accept that stress cannot be eradicated completely, but I can be successful in building resilience to cope with it. This is supported by the opinion that 'once we accept stress as an inevitable part of life...we have to learn how to manage it' (Johnson & Player, 2019). To ensure I can do this more successfully and manage stressful situations I will inevitably face throughout my chosen career as a front line police officer, I must ensure the expectations I set myself are realistic and learn to 'focus on the things that you can control, while accepting what you cannot' (Clayton 2012). The measures I took did not diminish stress completely, they did however allow me to cope and reach an acceptable work – life balance.

Word count 1467

Task 2

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

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

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

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

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

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

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

ANSWER:

‘The highly stressful nature of police work and the associated difficulties of managing anger increase the risk for law enforcement officers’ (Novaco 1977, Sarason et al 1979, Mearns and Mauch 1998). The role of a police officer is one that is both unpredictable and dangerous. Policing would be simple if it was only a case of enforcing the law, there would be very little need for a rigorous recruitment process, extensive training, and discretion. It is not uncommon for officers to find themselves in a conflict situation, and while it is acknowledged that in some instances there is little option but to use force, ‘police must ensure that their actions, even in the heat of the moment, are lawful, including the use of any degree of force’ (Bryant & Bryant, 2019)

This essay will discuss and carry out a critical assessment including social and legislative contexts and any relevant cultural, ethnicity and language issues surrounding an incident in which I played a significant role. It will reflect on the application of the fundamental elements of effective communication, including both verbal and non-verbal skills, as well as different methods of questioning and negotiating. It will also discuss the decision making process for determining whether or not force was necessary by carrying out a critical assessment of those theories and models underpinning the causes of conflict within policing scenarios. It will also reflect on the understanding and application of core principles ethics, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

The incident in question took place in May 2020 at a residential address within my division. A G1 grade emergency call came through on my police radio meaning an immediate response was required. The information available at that time was that a male was shouting outside a house and had banged the door a number of times. My tutor and I assigned ourselves to the call and made our way to the address.

‘Research has found that some officers have risked their life because of incomplete information about the situation’ (Open Journal for Sociological Studies, 2018) and so I made sure I utilised my Samsung mobile device and police radio to exhaust all information available from the control room while on route including if any weapons were involved, a description of the male involved and any warning markers he may have had. The Control Room advised me that he did in fact have previous convictions for violence and had warning markers for drug and alcohol abuse. This immediately heightened the level of danger we expected to face but the knowledge gleaned in the previous few minutes allowed us to prepare ourselves. When new information was received, I was continually running through the cycle of the National Decision Making model (NDM) to ensure I was considering all available options to me before I arrived at the address and was potentially confronted with a very dangerous situation. The NDM is a decision tool in place which puts the code of ethics at the centre of every decision a police officer makes and, if followed rigidly and robotically, then their decisions can be justified and will stand up to any legal scrutiny. It is an ongoing thought process, and at any point additional information is received, the cycle must start again. Swift and dynamic decision making can be of utmost importance in such circumstances meaning decision making can change in an instance.

When we arrived at the address, I could see a male matching the description provided standing in the open doorway of the house. I began by asking the male open questions about why he was at the address, what had he been doing as this type of questioning can be less confrontational and sound less accusatory. I asked the male if he would take a seat in the marked police van while I established what had happened. I felt this was a safer option than to have him at the door of the house, and allowed me and my colleague more reaction time. He was very compliant and listened to instruction, and said he had not done anything but was simply trying to retrieve his own property from the house. It has been stated in case law that restraining a person you did not then go on to arrest can amount to an assault, even if an arrest would have been lawful (*Fraser Wood v DPP* (2008) EWHC 1056). At this point, it was unclear if any offences had been committed and I quickly assessed the situation as to whether the male would pose a danger to myself or my colleague and had little reason to use force or handcuff him. I remained vigilant however, and was prepared to act accordingly.

Due to the nature of the call received, I considered my power of entry under s.17 of the Police and Criminal Evidence Act 1984 (PACE) which allowed me to use reasonable force necessary to enter the property to save life or limb, however as the door was open I stepped inside to speak with the females – the male remained with my colleague outside in the police vehicle. One of the females informed me the male downstairs was an ex-partner of hers who had been at the house with her drinking alcohol. She asked him to leave and after locking him out of the property he became aggressive, started banging on the back door and eventually smashed the glass. They led me to the back of the house to show me the damage caused to the door, and so I felt the appropriate course of action to take was to go outside and arrest the male on suspicion of criminal damage contrary to s.1(1) Criminal Damage Act 1971. I had reasonable grounds for suspecting that an offence had been committed, and that he was involved (PACE s.24(2)) and that the arrest was necessary to prevent any

further damage or risk of escape, therefore satisfying Code G of the Codes of Practice which provides the requirements for the arrest of a suspect.

When I returned to the male outside, he appeared to be far more on edge than when I had gone into the house, he was twitchy and his behaviour did not sit right with me. I informed him that he was now under arrest and immediately he stood and said he wanted to leave and started shouting abuse at us and waving his arms erratically. Gundersen states 'nonverbal communication derives its meaning from cues other than words'. Perhaps unknowingly, as 'nonverbal communication is much less conscious, and we have a good deal less control over it' (Gundersen, 1988) the male was paying particular attention to my colleague's taser. I found this to be unsettling and was concerned what his intentions were as he was very unpredictable. The change in his behaviour was rapid which I saw as a danger cue and so I took hold of his arm in order to try and gain control of the situation. 'The standard procedure taught is to focus on verbal conflict resolution and if this fails they can resort to physical conflict resolution' (Booth et al, 2009) and so I tried to use tactical communication with the male to defuse the situation. I was continually assessing the situation running through the NDM, and considered a number of impact factors including his large build, the knowledge that he had consumed a large quantity of alcohol and possibly an illegal substance, and the fact that should we need it, assisting officers were likely to be about 20 minutes away. Also in that thought process, I continually considered his propensity for violence which illustrated the benefit of gathering information on route to the incident.

I was clear in my instruction that I wanted him to turn around and place his hands behind his back in order to place him in handcuffs for his, and my own safety. This is in line with the view that 'Miscommunication can result in needless conflicts; or they can exasperate existing ones' (Henderson, 2020) as I wanted there to be no doubt what I was telling him to do, even though he was heavily intoxicated.

When faced with escalation in conflict, it can prove difficult to keep 'subjectively objective and sufficiently clear headed to work on and arrive at a resolution' (Open Journal for Sociological Studies 2018) and this is where I found I had to rely on my training which enabled me to keep control of the situation and proactively resolve it. It was clear that my presence was insufficient to calm the offender, and he was not engaged in active listening so communication proved difficult. His behaviour became more and more aggressive and at this point he posed a danger towards my colleague and myself. Whilst I had hold of his arm, he started to kick out at my colleague and was attempting to hit me with his free arm with a clear intention to cause one or both of us injury. At this point, it was clear that his behaviour profile had gone from reasonably compliant to aggressively resistant and so use of force was required in order to complete the arrest and safely detain him in the police vehicle.

When considering the Betari's Box theory here, it signifies how the attitudes and behaviours of those around us has an impact on our own attitudes and behaviours. What I consider to be my initial calm and reasonable approach towards the offender quickly became louder and more confrontational when I could see he was no longer complying with instruction. His behaviour clearly influenced my own. In an ideal world, one would remain calm, rational and level headed, however in the reality of finding yourself in a conflict situation, it can prove very difficult to put this theory into practice. This viewpoint is supported by the Rational v Emotional Brain Theory which differentiates between the rational brain which allows you to think through a situation considering all available options, and the emotional brain which is triggered by impulse resulting in quick, often irrational decision making. The law provides police officers with incredible powers, but with it comes the trust that officers will

‘exercise great restraint in the use of their awesome powers’ (Cordner, 2016). While student officers are provided with intensive training to deal with conflict situations, it is undeniably difficult to maintain a level head and not succumb to the ‘red mist’ in the heat of the moment when the adrenaline of the moment can quite easily inhibit your ability to think clearly. Police officers often find themselves in a position where they cannot afford to take things personally, they must remain level headed and impartial at all times. This theory is further supported by the Drama Triangle Theory which categorises the roles played out by those involved as Persecutor, Victim and Rescuer. The rescuer – in this case, me as the police officer, will often jump into a situation quickly and sometimes carelessly out of the deep rooted need to rescue the victim from the persecutor. This can often cloud judgment and prevent the rational brain from situational safety first.

On reflection, it can be seen that in the incident in question, it became incredibly difficult not to allow the offender’s attitude to affect my own. When he attempted to assault me with his free hand, my defence levels were heightened which without doubt escalated the situation. His aggression continued when considering my options, I felt the only way to restrain him would be to get him to the ground and place him in handcuffs. In order to do this, I performed an approved take down method learned from Officer Safety Training, which involved getting him to ground and then turning to place my knee on his back to prevent any further struggle. My choice of language was hugely important here as I had to speak to him in a way he could understand due to his level of intoxication, and I was aware that should he resist or refuse to comply, it could result in a significant injury to him due to the position of his arm. I needed to be clear in my instruction, while remaining calm and authoritative and so I used short commands and one word replies where possible. While ‘the law recognises that there are situations where police officers may be required to use force’ (Bryant & Bryant, 2019), in every event, any force used must be justified that it was applied proportionately to detain a person, and to protect that officer and others. When running through the NDM, I was comfortable with the actions taken, and that those actions would satisfy the provisions of s.3 Criminal Law Act 1967, which states ‘a person may use such force as is reasonable in the circumstances in...effecting or assisting in the lawful arrest of offenders or suspected offenders...’. I was also conscious of the need to pay attention to the offender’s Human Rights. It is clear the force used was necessary for his detention, it is of paramount importance that this force did not constitute torture in contravention of Article 3 of the European Convention of Human Rights, which provides individuals with an absolute right not to be tortured, irrespective of their behaviour. While he was on the ground, I placed minimal weight possible on his back to restrain him. I was aware that his risk of positional asphyxia was increased due to possibly being under the influence of drugs and so I reduced pressure to his back and made him sit upright as soon as he was in handcuffs which were properly applied in the rear position and double locked for his safety.

After the conflict was resolved and the hostility had defused, it was possible to engage in conversation with the male, therefore it can be argued the actions I had taken were effective conflict resolution management. The male was conveyed to custody where the circumstances around the arrest were relayed to the custody Sergeant who authorised his detention. I then completed the appropriate use of force form outlining the events of what had occurred, and stored it on the force wide case management system ‘Niche’ in accordance with recording requirements.

When using the Gibbs Reflective Cycle (1988) to evaluate how I handled the incident in question, I am satisfied that the level of force used was completely justified and reasonable to detain the suspect and resolve the incident as I had an honest held belief the use of force was necessary. There were no injuries sustained by the suspect or officers, and clear instruction was given throughout. ‘Police on patrol are provided with physical conflict resolution tools, which include spray and batons’ (Booth et

al 2009) and should I find myself in this situation again, this incident has taught me that it might in fact be necessary to use such tools to diffuse a situation before it reaches the point of requiring substantial force to be used. It is apparent, that although I felt it could not be justified at the time, handcuffing the offender at an earlier point may well have prevented this situation from escalating to the level it did, and so consideration of all of this may assist me in getting closer to my ideal self. Experience will inevitably assist me in future similar events, however I am aware that every case is different and one should not be complacent as to the outcome.

Word Count 2593

Task 3

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

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

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

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

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

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

ANSWER:

‘Society is becoming increasingly more diverse’ (Bryant & Bryant, 2019). As a result of this, there are a number of major challenges faced by police officers on a daily basis, including, but not limited to, dealing with members of various different cultural, ethnic and language backgrounds. Police officers should always strive to carry out their duties regardless of social challenges that can significantly differ from one call to another, even though in modern day policing, a lack of resources and personnel often hinders a police officer’s ability to carry out their duty. At all times, officers must be prepared to deal with people from differing cultures and often a variety of backgrounds; this can prove yet a further challenge faced by police officers.

This essay will aim to provide a critical assessment of an incident that I was involved in during my first two months as a police officer within the Northern Division of South Wales Police, discussing social and legislative context and any relevant cultural, ethnic and language issues. The aim of the discussion is to show the reader how I displayed policing values, and used culturally sensitive practices for a positive incident outcome.

The incident occurred in May 2020 at a family home in Pontypridd. I was on mobile patrol in the company of my tutor when we received an immediate response call over the radio to attend the address in question. This 999 call came through on my personal airwaves police radio relating to a female calling about a friend of hers who she believed to be involved in a domestic incident. Owing to the nature of domestic related offences, this could have involved anything from verbal only domestic arguments to coercive control through to physical violence and injury. My initial

unconscious bias thoughts when receiving the call were that the incident would be involving the female in question and her partner, however as more information was received it became apparent that the nature of the domestic abuse being reported was accusing the female's parents, in particular her father being the aggressor.

Due to the information I had gathered on route and the fact the call was in relation to a possible assault, I knew I had a power of entry under s.17 of the Police and Criminal Evidence Act 1984 (PACE) which would allow for me to use any reasonable force necessary to enter the property to save life or limb. On arrival at the address, I approached the closed door, the lights were on inside the property but I could not hear any shouting and there were no signs of any sort of disturbance. I knocked the door and waited for a response, all the while knowing I could utilise my PACE power of entry should I need to.

The door was answered by an Asian lady who appeared quite startled to see police officers at her house. I advised her we had received a call of a domestic assault at the address, and it quickly became apparent that she spoke very little English. Although there was a language barrier, I could establish that she denied any assault had taken place and was reluctant to engage with us any further. I considered contacting Language Line, which is an interpretation facility available to on patrol police officers, as a means of establishing more about what had occurred, as it was clear the female would be unable to tell me, but with that, a male appeared at the door. He spoke very clear English and advised me that there was no need for concern and that everything was in order. I asked if we could enter the house to ensure the safety of all of those inside and the male immediately refused stating it was a family matter and they would deal with it themselves. I advised the male that we needed to enter the property, and should he refuse to allow us entry then we had the power to use whatever force was necessary to get inside due to the provision of PACE 1984.

On entering the house, I could see a teenage girl who was clearly upset and holding the left side of her face in her hands. I went to sit with the female while my colleague stayed with the male and his wife in another room. She told me that they were her parents and she lived at the house with them, and that she did not want to talk about anything further. I advised the girl of the information we had received and due to the injury to her face I had reason to believe she had been assaulted, she denied any assault had taken place but I could see from her body language that she was incredibly frightened to talk to me. Research has found that 'people from ethnic or racial minority backgrounds tend to view police more negatively than those from non-minority background' (Oliveira & Murphy, 2014) and so I knew I would have to gain her trust before she was going to disclose anything to me. I told her whatever she wanted to tell me would be in the strictest confidence and that I could help with any fears she might have about speaking out against her family. Due to the reaction I had received from her father when I arrived at the address, I suspected he may be involved in the assault and as 'honour based abuse is a serious yet largely hidden form of abuse' (Aplin, 2019) I needed to act with sensitivity while respecting cultural boundaries.

She initially confided in me that the incident had occurred as she had told her parents she had a boyfriend from another cultural background. Her parents immediately disapproved and had told her she had brought shame upon her family, and as a result her father had struck her. She feared for her own safety as well as that of her boyfriend and explained she was too fearful to talk about it anymore and did not want to make any kind of complaint against her father. She said it was in fact her who had called the police in a moment of panic pretending to be a third party, but now wanted to resolve the matter within the family without police involvement. The fact that she had hidden her identity when making the 999 call was another indication of a fear of retribution. I advised her that as it was

her father who had assaulted her and they lived in the same house, it was classed as a domestic abuse and so I could not simply leave and allow them to stay at the same house due to the risk of further injury or worse. It is a South Wales Police policy to take positive action against domestic violence and so the likelihood was at that time that her father would have to be arrested. She immediately became hysterical at the thought of this and said she would not make a statement against him, she was obviously petrified at the repercussions this would have. Due to what the female had disclosed to me, I went to inform my colleague who then arrested the father on suspicion of common assault contrary to s.39 Criminal Justice Act 1988. The necessity of this arrest was to protect a vulnerable person and prevent any further injury.

I asked if she would like her mother to come and sit with her, however again this sparked panic in the girl who said her mother would side with her father, and she feared she would be cast out of the family. It has been found that 'mothers play a fundamental, indeed "massive" role in perpetrating honour abuse against daughters' (Women's Studies International Forum, 2017) and so while the mother may not have been the one to cause physical injury to the girl, it is highly likely she would have at least known about it.

I calmed the situation by explaining to the female that there were measures that could be put in place to both assist and protect her throughout the prosecution process, and that protection was also available for her boyfriend should he need it. The Codes of Practice for Victims of Crime allows those responsible for prosecuting the offence to apply to the court for 'Special Measures' under Part 2 of the Youth Justice and Criminal Evidence Act (YJCEA) 1999 where a victim is identified as having specific protection needs and would benefit from these special measures when giving evidence. These special measures include, but are not limited to, screening witnesses from suspects when in the courtroom, allowing the victim to give evidence through video link, or giving evidence in private. They were implemented as recognition that victims and witnesses needed to be helped and supported.

I felt these may be necessary to encourage the female to give evidence against her father should the case go to court. The female clearly felt very intimidated by her family and so was likely to qualify for these measures under s.17 YJCEA 1999 which provide for these to be put in place for intimidated victims whose quality of evidence is likely to diminish by reason of fear or distress in connection with testifying in proceedings. Reasons for this could be intimidation has occurred or is likely to occur, or the victim is a member of cultural, ethnic or a religious group. I knew that by explaining this to the victim, it would help achieve best evidence and put her at the heart of the proceedings. In turn, this could assist with avoiding an ineffective trial, and more broadly could improve the conviction rate, narrow the justice gap and increase positivity in police. While she understood she would have this support through the criminal justice system, she advised me that she was still very concerned about what might happen after any prosecution and when the police were no longer involved, however 'this entitlement still applies once a suspect is charged or convicted of the crime' (Bryant & Bryant 2019) and knowing this I explained to the victim the support would be ongoing. After consideration of what I had explained, the victim agreed to provide a statement to me detailing the assault on her by her father. I advised her I could arrange for an interpreter if she would be more comfortable discussing it in her first language, however she confirmed she could continue in English. Immediately after completing the statement on the required MG11 form, I completed a Stage 1 Victim Personal Statement (VPS) on the same MG11. A VPS is a further statement to that of the witness statement, and it focuses on the impact the incident has had on the victim rather than the facts of what happened. It allows the victim the opportunity to go into great detail and can include anything they wish about any concerns they may have. A Stage 2 VPS is taken at a later date and can

be used to evidence any longer term impacts this may have had on the victim. Due to the victim being visibly upset by having to discuss such a personal matter, I considered leaving the VPS until another time as I knew this was an option available to me. However, as she was in a position where she was willing to talk to me, I thought it would prove beneficial to take one straight away due to the risk of her then not wanting to discuss it any further at a later date. I would then submit the VPS as part of a case file that would be created and issue it to the court for consideration as the VPS can have a significant impact on sentencing and the application for and conditions of bail.

On completion of the statement, I advised the victim I could make what is called a Victim Focus Referral, which is a service that could provide her with information and advocacy, emotional support, practical help and referrals to other agencies. I ensured I was clear in my explanation of the service and that she knew what she was agreeing to before making this referral, as it could not be submitted without explicit consent. I also provided her with my details, my contact number and her occurrence reference to ensure she had a single point of contact should she need to contact, and would not have to discuss any of this with anyone else if she was not comfortable doing so. I also advised her that I could refer her to the Witness Care Unit. Here she would be provided with a dedicated witness care officer who could conduct a needs assessment and arrange tailored support for the victim, for example taking her to visit the courtroom prior to trial to go through the proceedings and familiarise herself with it.

Before leaving the address, I advised the victim that due to the sensitivity of the situation and the fact that she did not feel she would have any support from her mother after her father's arrest, I thought it would be best if she could stay somewhere away from the family home. She advised she was welcome at her partner's house and his family would support her for however long she required. I took her to the address she provided and ensured they knew sufficient detail about what had occurred without breaching any Data Protection.

On my return to the police station, I completed the witness referral as I had advised the victim, and also completed a Public Protection Notice. This is a further form that is shared with partner agencies that meet to discuss these matters on a case by case basis. I submitted this victim as high risk and so the case would be considered urgently. They can consider assistance with housing should this be of benefit to the victim, as well as support groups. 'Multi-agency public protection arrangements' (MAPPA) are considered by many organisations as key to the successful management of violent offenders and so by using this multi-agency approach, it can assist with support for the victim as well as rehabilitation for her father. I also submitted the request for special measure through a MG2 form in line with what I had discussed with the victim.

'The challenge for us all is to ensure that vulnerable people are treated appropriately and helped through the trial process' (Hunting & Cooper, 2016) and when reflecting on this incident, I would argue that the support I provided to this vulnerable victim undoubtedly played a part in her willingness to support a prosecution against her father and gave her the confidence to take part in the criminal justice system to help secure a conviction. I am satisfied I complied with all relevant legislation and engaged in policing values as a way of ensuring this victim had all the support she needed throughout the process.

Word count 2492

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

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

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

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

ANSWER:

While the role of a Police Officer is undoubtedly one that is challenging and exciting, it also involves quick thinking and making 'on the spot decisions' with sometimes minimal or limited information. These decisions can have a massive impact on a person's life, employment, family, but can also have a significant impact on the perception the public have of the police. One of the principles of policing standards today, which dates back to the Peelian Principles, is that the police, at all times, should maintain a relationship with the public that gives reality to the tradition that the police are the public and the public are the police. There are a number of obstacles that can affect decision-making; including acting on impulse, ignorance or a 'one solution' decision maker. Ensuring correct decisions are made following a justified thought process is critical to maintaining that relationship and confidence between the police and the public.

This essay will discuss and carry out a critical assessment, including social and legislative contexts and any relevant cultural, ethnicity and language barriers surrounding an incident in which I played a significant role. It will reflect on how the National Decision Making Model (NDM) was applied in order to reach the most appropriate resolution, while evaluating the role of discretion in the overall decision-making process. It will also discuss my responsibilities with regards to the Criminal Procedure Investigations Act 1996 (CPIA) when conducting the investigation through to criminal justice, including how I managed the offender, and recorded and retained all significant and relevant information.

The incident in question occurred in May 2020 in a particular area where I had responsibility for response calls. It had been graded a G2, meaning it was not an immediate response required, but a response within an hour. The information I received via my police radio was that the incident was involving a report from the victim that he had received an abusive and threatening Facebook Messenger message from the account of a male he did not know. The victim stated he had young children at home and was scared that the threat would be carried out and someone would turn up at his house.

Due to the current Covid 19 lockdown situation and the fact that the victim had advised us he had young children, I decided I would contact the victim via telephone. I needed to speak with him before speaking with the offender in order to attempt to gain more information about the message he had received, but tried to limit personal contact with him and his young family as much as possible for health and safety reasons. Gathering this information is an integral element of the decision-making framework called the National Decision Making model. The model was introduced in 2012 and is the decision making framework all police officers must follow. This differentiates itself from other decision-making models by putting the code of ethics at the centre of every decision made by every police officer and 'recognises the need for all police decisions to be consistent with the principles and behaviours set out in the Code of Ethics' (College of Policing). The general rule is that should a police officer follow this model throughout their decision making processes, then their outcome will stand up to any legal scrutiny provided it is stuck to rigidly and robotically. By taking the time to initially gather as much information as possible from the victim, it allowed me to assess all options available to me prior to visiting the suspect. The victim told us he did not like the idea of going to court and giving evidence should the case go that far, as he was so disgusted by the vile allegation, he was concerned it would become public and people who didn't know him may believe it to be true. He stated he wanted the offender suitably advised not to have any further contact with the victim, and should he receive any further message from him then he would have no choice but to make a statement and would support a prosecution. I recorded this conversation in my electronic pocket notebook (EPNB), noting the time and date.

The message in question accused the victim of historic serious sexual assault allegations relating to a girl who was the offender's daughter, coupled with threats of violence. This type of communication is contrary to s.1 of the Malicious Communications Act 1988, which states it is an offence for a person to send, for the purpose of causing distress or anxiety, an item (including electronic communication) which contains indecent or grossly offensive content or a threat.

Due to the seriousness of the allegation that had been made and the level of threat in the message, my immediate thought was considering arresting the suspect for the offence of Malicious Communications. I knew in order for this to be a lawful arrest, I would have to show the points to prove for the offence, namely that the message was grossly offensive, or a threat, and that the suspect intended to cause distress or anxiety to the recipient. However, as my tutor and I made our way to the offender's address, I continued carrying out enquiries using my Samsung into who the suspect was, what his background was like, had he offended previously. Each time I came across a new piece of information, I would start the cycle of the National Decision Making model again, to see if this new information would broaden the options available to me or influence my decision. I was able to establish only one offensive message had been sent, which was deleted immediately by the offender who then 'blocked' the victim from his social media account so he could not send him any further messages. Conducting this initial investigation was paramount to making the most informed decision I could on what course of action to take. While continuing to assess this information using the NDM, I was then able to assess additional options available to me including out of court disposal methods.

Although the victim had stated the allegations were fictitious and did not know the man who had sent them, they were of such a serious nature, I had to establish if there were any truth to them. I spoke to the suspect's daughter, who the sexual assault was allegedly against. She said she had no idea what her father was making reference to and said she had never been subjected to any sort of sexual abuse as an adult or as a child. She advised me her father was an alcoholic who regularly interfered with her life and because of that she had very little to do with him. She wanted to apologise to the victim and his family for putting them through such unnecessary distress and upset. When gathering this new information, I was continually assessing all of the information I had from both sources, and considered the powers and policies I should follow.

When we arrived at the suspect's address, an elderly couple who were clearly startled to have police officers at their door greeted me. They advised the man we were looking for was their son who had returned home to live with them. Terrified that their son might be in trouble, I reassured them we just needed to talk with him after an allegation made against him. Possibly due to my unconscious bias, I did not expect to be met with this domestic situation and the concerns and attitudes of supportive elderly parents of the alleged offender. I now had more people to consider what the impact of arrest would have on and when considering the proportionality of actions, overreacting would have a huge impact on supportive parents. This type of unconscious bias would have most likely led to the offender being arrested, taken to custody and inevitably having a criminal record because of his actions, however it was becoming increasingly clear to me that this might not be the correct course of action to take.

When I spoke with the offender, he immediately knew why we were there to see him. He openly admitted sending the message and said it was because he had been drinking alcohol and didn't really know what he was doing. He was very open and honest that he suffered with a drink problem and when he is under the influence of alcohol, it affects his judgement and he does things he knows he shouldn't. He said he had heard rumours between local people that his daughter had been sexually assaulted when she was a child and so he acted on them without knowing the full facts. He advised after sending the messages, he immediately regretted it and so the only thing he thought to do was block the recipient on social media and have nothing more to do with him.

As a public authority, police officers are expected to take positive action and act when an offence has taken place, and cannot simply walk away. However, with this duty of care comes a great level of discretion, and some have the view that it is often patrol officers who 'have the greatest amount of discretionary power' (Gaines & Miller, 2016) as we are front line officers who are dealing with the widest range of offenders. Police officers are expected to 'operate with considerable discretion; they do not simply enforce the law' (Cordner, 2016). Discretion has been described as having the 'freedom and authority to decide what to do' (Collins Dictionary, 2011). It can be argued that power of discretion is the greatest power awarded to a police officer. It involves 'choosing between different law enforcement options' (Bryant & Bryant, 2019) along with ensuring the decision that has been reached can be justified soundly. In relation to the incident in question, while all of the points to prove could be satisfied, it did not necessarily mean that an arrest was the most appropriate disposal method to use. Under the Police and Criminal Evidence Act 1984 Code of Practice G, in order to make a lawful arrest it must be satisfied that the arrest is necessary, however in this instance, I did not reasonably believe an arrest would meet the specified necessity criteria. 'Discretionary decision making involves the exercise of individual judgement, rather than the mechanical application of predetermined rules, however it is also subject to unfair and discriminatory use' (Kleinig, 1996).

Due to the level of remorse shown by the offender, and the fact the victim wanted a speedy resolution and did not wish to appear in court, I weighed up my options using the NDM and decided the most appropriate option for all parties involved would be to resolve this by way of restorative justice. There are a number of disposal methods available to response police officers, one of them being restorative justice which is an out of court disposal method which aims to give the victim a voice and hold the offender accountable for their actions. It allows everyone affected by a particular incident to play a part in repairing the harm and finding a way forward. I knew restorative justice was a feasible option for me as the offender had fully admitted the offence. I asked him if he was aware the sending of the messages was a criminal offence, to which he advised he did. I questioned him on his motives for sending the message and he again told me very upsetting and personal things about his addiction to alcohol, before becoming upset and telling me how deeply sorry he was for the upset the message had inevitably caused the victim. The aim of the criminal justice system is 'punishing the guilty and helping them to stop offending, which protects the innocent' (Richard Garside, 2008), and in my view this was punishment enough for the offender due to the level of embarrassment and remorse he showed. I was satisfied this course of action would prevent him from reoffending in this way, and so my actions could be justified.

Before discussing the offence, I cautioned the offender to ensure he was aware anything he said would be admissible, and then asked him the necessary questions around the offence. I captured the conversation on both my bodyworn video and in my EPNB ensuring I recorded all significant and relevant information in line with my responsibilities under CPIA. I made him aware that the act had amounted to a criminal offence, and should any further offences take place, there would be very little option but to arrest him. He understood my explanation and signed my EPNB.

After dealing with the offender, I then attended the address of the victim. I gave him a thorough explanation of the restorative justice approach that was taken, and that had decided on this course of action as the one that would suit him best due to him telling me he would not like to take the matter to court, but wanted the offender suitably advised. I informed him that any further offences of this kind would likely lead to an arrest, but at this time I believed the matter to have been dealt with by this out of court disposal method. The victim was completely satisfied with my actions and management of the offender, and signed my PNB to this effect. This again allowed me to record and retain all relevant information from both parties involved.

On my return to the police station, I ensured my case notes accurately reflected my rational and decision making and all material gathered whether considered evidence or not, and recorded everything in accordance with force policy on the case management system Niche. In doing so, I am satisfied all responsibilities under CPIA have been satisfied.

The role of discretion was vitally important in the decision making process because 'the police should make law-enforcement decisions based upon their interpretation of what is best for the public interest' (Bryant & Bryant, 2019) which is exactly what I did in this scenario. I could not justify the cost of putting the suspect through the court process in these circumstances as it was not in the public interest to do so. The time and money required to put this offender through the court system was not warranted in these circumstances. While the power of arrest is essential to carry out the role of a police officer, it is an onerous infringement on someone's liberty that I simply could not justify for this incident. When reflecting on my thought process throughout the NDM, and the actions that led to, I have no doubt the benefits of the restorative justice approach outweighed those of arrest in this instance, which is supported by the view that 'it would not be practicable or legitimate to arrest and charge every offence' (Bryant & Bryant, 2019). I ensured all relevant information was recorded in

line with legal requirements, and is retrievable if required. The ultimate goal is the absence of crime, and I believe power of discretion allowed me to conduct this investigation and reach a resolution suited to all those involved and can therefore help achieve that goal.

Word count 2531

Task 5

Personal Development Plan / Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 6000D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for a personal development plan that you can use for this task.

500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 10,000 words equivalent total for this module.

ANSWER:

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Area of Development	How it will be achieved	Who can provide support	Timeline
Focus on improving interview confidence and techniques	Take all opportunities to participate in and where possible take the lead in interviews for both victims and suspects.	Attending interviews led by colleagues to gain experience and tips. Utilise HUB and CID attachments and ask for feedback at each interview	Until December 2020 as possible date for HUB attachment and then ongoing.
Build on confidence when dealing with G1 incidents	Take the lead wherever possible when attending emergency calls. As for feedback from colleagues in attendance, learn from the approach	Asking colleagues/supervisor for feedback	Ideally by the completion of tutorship phase but ongoing into mentorship phase.

	they would have taken.		
Build experience on how to update Niche system correctly including compiling case files	Update all occurrences I am involved in. Look over old occurrences to identify good examples of update. Complete case files where possible to build experience	Ask colleagues and supervisors to review my updates and provide constructive feedback. Hub attachment to see how case files are completed correctly	2 weeks after the completion of tutorship.

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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Task 6

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

By signing the section below you are acknowledging your continuing progress on O.C.P. This is recognised by the university as work that is fully supporting this module BMPP 6000D; Professional Police Practice 3 and in signing it will be equivalent to 500 words towards the 10,000 words equivalent total for this module.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

Signed: Alexandra Smith (Learner – electronic signature accepted.)

Date: 21st June 2020