

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

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

ANSWER:

I will be using Kolb's reflective cycle to discuss and compare coping strategies I have applied to develop resilience and minimise stress.

Concrete Experience

Initial training was a significant departure for me. I had not been in an academic environment for almost a decade. Going from a fast-paced retail workplace to a classroom-based learning environment was difficult. I had underestimated the work that would be required for the exams during training and the amount of knowledge that would need to be obtained to successfully complete training.

For the exams I applied a method known as the Pomodoro technique to facilitate a healthier and more productive mindset and reduce stress when revising.

Two months prior to the start of training, my son was born. Although a stressful experience, I used spending time with family and taking pleasure in watching my son grow and develop to distract myself when I was feeling overwhelmed.

I have consistently used physical training as a means of developing physical and mental resilience, but throughout training I adopted a more acute mindset, applying and targeting my training to ensure I felt ready for my future role as an active police officer.

To control any anxiety and stress that appeared that could not be mitigated by the previous methods, I worked on developing mindfulness techniques and meditative practices to aid my resilience and stress management.

Reflective Observation

I had underestimated the learning required to be a police officer. When facing the substantial amounts of legislation and practices that were required, I began to feel intimidated and overwhelmed. I have several friends who are lecturers and sought guidance on ways of minimising stress when studying and sitting exams. The Pomodoro technique was by far the most recommended method. By using its 25:5 ratio of study to rest I felt that my time wasn't being completely absorbed by study and didn't feel the growing fatigue that I did in previous educational settings.

Family has always been important to me, but the birth of my son was a whole new experience. While presenting its own stresses and challenges, I had never felt such a deep sense of wonder and enjoyment when spending time with family. Regardless of the stresses I was experiencing during training, I could always depend on family time to find a sense of comfort and solace.

Physical training to manage stress was a double-edged sword during training. I kickbox which I supplement with resistance and endurance training. These activities have always provided a sense of grounding and calm when things get out of control, however with the plethora of new experiences, finding time to fit it all in and the physical fatigue that I could experience sometimes, added to my stress instead of reducing it. Ultimately, I found comfort in building a strong physical resilience that led to me feeling more confident in the oncoming response role. I felt that if I was physically ready, then I could support myself and my colleagues without feeling useless.

Finally, mindfulness and meditation have been practices that I have adopted for a few years, learning and applying them has provided me with a foundation of resilience, by allowing me to more objectively look at thoughts and emotions and compartmentalise them. Throughout the stresses of training and the horror stories of what response would be like, finding a quiet centre to express, reflect and feel was paramount to maintaining my composure and managing stress.

Abstract Conceptualisation

Prior to initial training I hadn't heard of the Pomodoro technique, however after friends advised me to use it, I researched what it was and its practicality. The Pomodoro technique is a time management methodology that sets you to work for 25 minutes and then break for 5 minutes. This cycle continues for four cycles followed by a longer break (Dzousa, 2022). This method of work and study breaks more demanding tasks into much more manageable chunks, as (Barrett, 2018) observes, "the commitment is minimal, even the most grim task is bearable for 25 minutes". I have always found long study sessions end in procrastination, but by applying the Pomodoro technique I saw good results in examinations.

Family life has always been a method of reducing stress for me, but as I mentioned, with the birth of my son, I have found a whole new comfort in home life. Several studies have linked loneliness and spending time away from family as barriers to resilience (Mind, 2022). Confiding stressors to those close to you often makes a significant difference (Mind, 2022), so when tasks and concepts of training became overwhelming, I could always find comfort in confiding these woes to my family and friends

With fitness, and physical exertion, it is often touted that a healthy mind comes from a healthy body (Hughes et al., 2019). Whilst exhaustion from overworking and lack of sleep sometimes contributed to my stresses and anxiety, overall, I found great comfort and anxiety reduction in training, by viewing my development and struggle as a reward rather than an effort (Hughes et al., 2019). During training, hearing the stories of the chaos of response policing, I was painfully aware that police officers were both sanctioned to and would inevitably have to use force as a tactic (College of Policing, 2013), so preparing myself physically and mentally was imperative to console any anxiety I had about going onto division.

Mindfulness is an intentional and non-judgemental awareness of experiences in the present (Kabat-Zinn, 1990). I have used mindfulness and meditation for several years as a means of grounding myself. Regular practice is seen to create an innate mindful state thereby reducing daily stress (Sgherza et al., 2022), by implementing these strategies throughout my training, I was able to take moments to breathe and contemplate to prevent myself from being overwhelmed and build resilience.

Active Experimentation

By cultivating and adapting these resilience factors and coping mechanisms for my life within the police during training, I've found that I was able to adapt to divisional responsibilities without finding too much stress within them.

Response policing often presents unique and difficult challenges that require a calm and open mindset. By embodying and developing my coping mechanisms I have found that I am able to manage my stress and conduct my duty in a more professional and productive way.

Task 2

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

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

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

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

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

ANSWER:

I will be using Kolb's reflective cycle to critically assess an incident that I attended, during which excessive and potentially unlawful force was used on a young boy, that occurred and was unnecessarily escalated in part to poor communication, a lack of understanding and poor conflict management.

Concrete Experience

My colleague (A) and I were attached to a MISPER (F). I observed on the log that PSC had sighted (F) in a nearby retail park thirty minutes prior.

We attended to find three youths, two male and one female, the latter of which matching the description of the MISPER. We approached the youths to ascertain who they were and after a brief conversation determined that the female was the MISPER we were looking for.

Whilst initially resistant, after explaining the circumstances and the role police played in MISPER cases, she acquiesced to us taking her home. The two boys with her asked what would happen to them and we explained that it would be best to take them home considering their age (fourteen).

As we conversed, a third officer (B) from our team arrived and approached us but remained silent. As (A) escorted F to the van, I turned to observe and speak with them. I noticed B approach the two boys who were walking away towards the road and place his hand on the shoulder of a male, the second MISPER, (M).

I turned to find (B) engaging (M) in an entangled arm lock a few metres away from their initial position.

I could see (M) was actively resisting (B). (B) requested assistance. I assisted (B) in guiding (M) to a more advantageous location. When we had more control, (A) tried to de-escalate the situation. As he spoke (M) stopped resisting and became compliant. (B) shattered this compliance by trying to exert authority through poor communication. (M) began resisting again prompting us moving him towards the rear of the van and placing him in the cage to calm down.

(B) dove on (M), contorting him in such a way as to hurt him. (B) handcuffed (M) in an unconventional manner and then slammed the cage door uttering abusive language to suggest that he was in the cage because of his attitude.

(F) and (M) were upset, but during the journey home, (A) and I managed to calm them down and build rapport. (B) had followed us to the home of (M) and as we got them out of the van, reignited the issues between them causing M to retort with an expletive. B took this as an opportunity to falsely arrest for a section 5 public order violation.

(A) had activated his body worn camera and I verbalised my disapproval of his arrest, telling him that it was unlawful.

Instead of placing (M) in the cage, (B) placed him in the rear of the van with (F).

Beyond this point, A and I took complete control of the situation and guided (M) and then (F) home without issue.

Reflective Observation

It is transparent that a large degree of the issues throughout were caused by poor communication.

To begin with, the presence of a second MISPER was information that (A) and I had missed whilst conducting a separate investigation. (B) was aware of the second MISPER'S presence. Upon reflection, I can see that as the initially attending officers, one of us should have briefed (B) on our knowledge of the circumstances to catch him up.

Our initial conversation with the youths went very well, by taking an understanding and empathetic approach with why they may have left home in the first place, we were able to explain our involvement and encourage compliance. This empathetic and understanding approach would later help us to de-escalate the situation following the excessive use of force by (B).

As I turned to see (B) holding (M) in an entangled arm lock, I felt a deep sense of consternation.

What happened, why is B using force, should I help, should I stop this?

Whilst I held (M)'s wrist to stop him from lashing towards (B), I was conflicted between helping my colleague and the uneasiness of using force on a fourteen-year-old boy. I didn't know why we were holding him, this information would come much later, so at the time, I could only assume that (M) had presented some danger to (B) that prompted him to use force. I was wrestling between the urge to disengage and try to de-escalate, while the uncertainty of danger kept me holding on. I was relieved when (A) managed to calm the situation down and engender compliance, only to have those feelings shattered by B re-escalating the situation.

As (B) contorted and handcuffed (M), who was in visible pain, I was shocked and wanted to intervene. (B) at the time, was my acting sergeant and as a probationer I didn't see it as my place to step in.

As **(B)** slammed the cage door and uttered abuse to the boy, I could only imagine the irreparable damage he had done to **(B)** and **(F)** opinion of the police.

While driving to (M)'s home, (A) and I were both clearly upset and discreetly vocalised our concerns with each other without trying to convey anything to the youths in the rear. As (A) and I reflected each other's anger, I understood why I had felt so uneasy. (B)'s actions not only contradicted police ethics, but my own ethics as well.

Moving forward to the false arrest. I knew using what I understood of public order offences and what I knew was right and wrong, that I had to step in. I knew that stopping him physically would be unadvisable due to the precedent and bad image it sets, so I vocalised my disapproval. I knew what **(B)** was doing was wrong and I knew that whatever path I took, so long as it stopped or admonished what he was doing, I would be in the right. Due to my communication and **(A)**'s choice to very visibly activate his body worn camera, it seemed to disarm **(B)** and falter his actions. As **(B)** calmed down and discontinued his arrest, choosing to place **(M)** in the seated rear of the van instead of the cage, I felt not only a sense of solace, but justified in my defiance of authority.

Abstract Conceptualisation

Communication skills and conflict management are intrinsically linked (College of Policing, 2020). The College of Policing posits the notion that officers need to be sufficiently adept in communication and other non-physical elements of conflict management to reduce the risk of physical harm to themselves and ensure public safety (College of Policing, 2020).

A key issue that caused the situation to spiral out of control was a lack of communication. **(A)** and I did not communicate our actions up until the arrival of **(B)**. **(B)** did not communicate his knowledge of the circumstances to us. **(B)** did not communicate why he engaged **(M)** physically and we as officers did not communicate why we were physically restraining **(M)** to him to give him understanding.

As I reflect on this lack of communication, I began to wonder why a young boy in the presence of three adult male officers would actively resist us.

In 2006, Tom R. Tyler outlined his procedural justice model. A fundamental principle of this is 'legitimacy'. Legitimacy is the capacity by which an authority governs and the recognition of that authority by the subjects of its governance (Jackson et. al 2012; Tyler 2006a). In the context of policing, it is a variable that is affected by several things. As (Tyler, 2006, p. 57) observes, "if authorities have legitimacy they can function effectively; if they lack it, it is difficult and perhaps impossible for them to regulate public behaviour".

This leads me to question; how do officers obtain and regulate legitimacy to engender compliance?

Since Tyler introduced his concept of procedural justice and legitimacy, several further empirical studies have been conducted to establish the veracity of his claims, most of which link social identity and procedurally fair treatment by criminal justice agents, with a positive upturn in legitimacy and thus compliance (Murphy et al. 2008;2009; Jackson et al. 2012; Murphy and Cherney 2012; Bradford, Murphy and Jackson, 2014).

We were dealing with children, who most likely have different experiences and ideals to us. In this instance, to establish legitimacy, we needed to attempt to understand their perspectives and communicate in a way that would allow them to understand and identify with us as an authority.

Bradford, Murphy, and Jackson's study in 2014 looked at group identification and its effect on legitimacy and compliance. Being treated fairly had a significant impact on group identification and thus the granting of legitimacy to police (Bradford, Murphy, Jackson, 2014). Further to this, it has been observed that when interacting with authority, people care as much about procedure as outcome and the understanding of

procedural justice is often shaped by attitudes expressed and conduct of those authorities interacting with them (Myerson, Mackenzie and MacDermott, 2021, p. 194).

(A) and I initially treated the youths fairly, taking the time to explain our procedures and establish a rapport. **(B)'s** actions and his lack of understanding and willingness to conduct himself in a manner befitting an officer resulted in **(M)** questioning our capacity to dictate behaviour. Peoples conduct and compliance with the law is a balance between normative commitment through personal morality and legitimacy of legal authority (Tyler 2006b). For **(M)** to oppose us and resist both physically and verbally, our actions were misaligned with both his sense of right and wrong and his perception of how an authority should conduct itself. Police are not required to establish moral authority, but to negotiate order to maximise consent, which is granted when people feel that the values of authority are being upheld in alignment with their own sense of right and wrong (Jackson et al, 2012).

Legitimacy, moral alignment, and consent were the foundation of policing in Britain as established by Sir Robert Peel in his 9 principles of policing (Home Office, 2012). In these principles, Sir Peel prioritises communication and demands force be used as a last resort, to quote principle 6:

“To use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public co-operation to an extent necessary to secure observance of law or to restore order”

(Home Office, 2012)

For us as officers, nearly 200 years later to objectively abandon these principles in favour of excessive force is abhorrent.

In 1963, 1965 and 1974 Stanley Milgram conducted his famous obedience experiments (Burger, 2009). Milgram conducted these experiments to understand why people enacted the atrocities of World War 2 simply on the command of authority. His observation led to a phenomenon known as ‘authority bias’. Milgram observed that the manner or conduct of the authoritative figure is irrelevant, merely that the figure has legitimacy (Burger, 2009). Further studies have been conducted to establish the veracity of Milgram’s claims, on the notion that due to more prominent awareness of the dangers of blindly following authority, that people today would not conform to authority bias, in 2004, Thomas Blass re-conducted these experiments and determined that this was not the case (Blass, 2004).

I am guilty of conforming to authority bias. Despite understanding that **B's** actions were wrong, it took conversing with **A** after the fact, to establish a grounding for my sense of righteous conduct as an officer. Two fundamental principles of policing, namely, ‘authority, respect and courtesy’, and ‘challenging and reporting improper behaviour’ as set out in the code of ethics (College of Policing, 2014). These should have been in the foreground of my mind as I conducted my duties, however, I relented to authority, allowing my actions to be dictated by a misguided abuse of power.

Active Experimentation

Considering the topics that I have discussed; I can see a path towards improvement of myself as an officer. Firstly, establish communication and treat people fairly as a first. By treating people fairly and observing their differences, I can establish my legitimacy as an officer and in turn seek to prevent a necessity for physical methods of conflict management. I could see this in action as **A** and I de-escalated the situation several times.

Secondly, stand by my own sense of right and wrong and what I and the public I serve see as righteous and reject the behaviour I see as improper and unjust. Had **A** or I intervened during the initial conflict and stopped the actions of **B**, it may have prevented all the wrongs that transpired, ultimately avoiding tarnishing the youths' perspectives of the police, because as Worden and McLean (Worden and McLean, 2017) observe, "situational experiences with criminal justice personnel influence more general attitudes about the law and the legal system".

Finally establish a sense of awareness when at an incident. If I had been more aware of my colleagues' actions, my actions, and my feelings, I could have realised a method of controlling the situation much earlier.

Task 3

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

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

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

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

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

ANSWER:

Concrete Experience

I was assigned a potential hate crime. The victim (A), a male in his thirties, would not make decisions without the input of his father (B). Therefore, I arranged with (B) to meet him and (A) at the police station.

Whilst enroute to the meeting, (A) assaulted (B) resulting in (A) being arrested by officers present at the station. I arranged a new appointment and met with them at the home of (B) with my tutor (C). The family were of Indian heritage, first generation immigrants, with the décor representing that heritage very strongly. During the meeting, (B) initially dominated the conversation but I informed him that as the victim, (A) should be taking primacy on the disclosure. (A) would not speak until he had made us watch a pre-recorded video of him disclosing to (B) what had happened. (A) was well spoken and clearly had capacity but required support and struggled with some more nuanced concepts, potentially due to an undisclosed mental health condition. I established that (A) believed that his martial arts instructor had made racially prejudiced remarks about him and other students. Due to the lack of witnesses or corroboration from other students, (C) and I agreed that there was potentially no criminal element, as such would be treated as a hate incident. Whilst taken no less seriously, it would affect the extent of our capacity as officers. After explaining what could be done, (A) decided that he would like us to speak with his instructor (D) to investigate and provide suitable words of advice if appropriate. We advised (A) that police involvement may stimulate a negative response, but (A) agreed to accept the risk.

I spoke with (D) who was upset by these allegations but knew who had made them. In response, (D) provided us with evidence of an investigation made by the governing body of his institution and a further investigation by Dyfed Powys Police. Both proved there had been no racially prejudiced remarks or behaviour, there were no witnesses and no persons who could corroborate these allegations. Additionally, (D) stated that he had

taught (A) and his siblings for over twenty years and without incident until recently. (D) asked us to inform (A) that he was barred from his classes.

Due to emergency commitments, I was not able to update them immediately. (A) staged a false 999 call to coerce my attendance. I used this opportunity to update them.

I explained there was no evidence, despite extensive investigations, and nobody corroborated the allegations. I explained that there was no criminal element to the allegations and effectively one word against the other. I informed them that the investigation was concluded, and no further action would be taken, but as we had previously warned, he was now barred from (D)'s classes. After explaining the details of hate crime legislation, (B) understood and saw this as a reasonable outcome. (A) was displeased and accused me of collusion and improperly conducting the investigation. I politely directed him towards the complaints procedure and provided him with my information.

Reflective Observation

I was concerned that an adult needed his father's guidance to disclose a hate crime that he had experienced first-hand. At this point I assumed there were other issues at play. To find out that (A) had been arrested for assaulting (B) added to these concerns. I could only speculate how the investigation would progress, but I wasn't hopeful. However, given the seriousness of hate crime, I tried to approach future meetings with an open mind.

Speaking to (A) confirmed my suspicions about his social difficulties, challenging me to choose my words carefully. Extracting information from (A) was frustrating. Whilst (B) was a great help, he had only third-party information and I needed to remain calm and professional to obtain best evidence.

Following (A)'s disclosure, I was disgusted that a respected instructor could potentially make racially prejudiced remarks that so deeply impacted his students. Police are impartial evidence gatherers, as such, I knew that I needed to temper this to gather best evidence when speaking with (D).

I went to speak with (D) with the mindset that he would be a curmudgeonly, racist old man who would confirm the allegations made against him. I was speechless with what was presented to me. As he politely provided me with evidence to support himself and filled in, what I could only assume, were deliberate gaps in (A)'s narrative, I felt a deep sense of shame that I had let unconscious bias sway my mindset so strongly.

I was presented a dilemma. On the one hand, I had a man who had potentially been subjected to prejudice, an attack on the foundation of who he is. But a man who also had a potential mental health issue who displayed erratic behaviour. And on the other, a forthcoming man, with evidence to support himself and a fifty-year career of teaching diverse classes with no prior allegations made against him. Yet, after teaching him for twenty years, (A) had made accusations of prejudice. I was lost and needed guidance. Ultimately, I had no allegiance to either and had to treat the situation in the most professional and ethical way.

To discover that (A) had staged a false 999 call to coerce my attendance was infuriating. I knew that the outcome was not what (A) wanted, and I knew it would be upsetting. I approached the disclosure as calmly and professionally as I could. I took the time to answer all questions and carefully explain my processes, procedures, and any legislation that I had considered. I did not want to present myself as biased or to have been lazy in my investigation.

I was relieved when (B) understood however, when (A) made the accusations of poor conduct and collusion, I was upset. I considered everything I had learned about (A) and the feelings of injustice he would be experiencing and gathered my thoughts. After explaining everything again at his request, I knew there was no positive outcome, so I provided him with a means of venting, by directing him towards the complaints procedure and giving him all my information.

Abstract Conceptualisation

In 2021/2022, 70% of all hate crimes reported to police in England and Wales were racially motivated (Home Office, 2022). Given the prevalence of racially motivated hate crime, when dealing with a victim who believes that they have been subjected to racial prejudice, discretion and sensitivity are of the utmost importance. Based on my encounters with (A), I doubted the veracity of his claims, but I knew I needed to be impartial. One of the tenets of policing outlined in the Code of Ethics is impartiality, “3. Equality and Diversity: I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly” (College of Policing, 2014). The code of ethics makes it transparent that regardless of any person’s disposition or circumstances, they must be treated fairly and without discrimination.

(A)’s demeanour and behaviour made me tentative about the progress of the meeting. I had already assumed that (A) had some form of social difficulty but meeting him in person confirmed this. Chahal outlines five key tasks of effective management of hate crime case work, three of which are believing and offering help, client empowerment and developing professional practice (Chahal, 2017). Whilst from the perspective of a support worker, these principles resonate with all professionals that deal with hate crimes. Despite my doubts about (A), he deserved to be believed, empowered and I had a professional duty to make reasonable adjustments. Despite extensively dealing with mental health concerns, police officers are not mental health professionals (McDaniel, 2020), so had I been proactive in trying to obtain a better understanding of (A), I may have been better equipped to deal with his concerns.

Prior to the incident, I was aware of *Miller v The College of Policing* 2021. This was a case taken to the court of appeal, in which Miller appealed five grounds regarding police conduct in hate crime reporting, two of which were upheld (College of Policing, 2022). The grounds upheld were proportionality and interference in freedom of expression (College of Policing, 2022). After (A) had disclosed the circumstances, being quite specific that he believed nobody besides him had heard these remarks and they were not directed to him, (C) and I both agreed that there was no criminal element. Due to the new interim guidance on non-crime hate incidents, I was aware that I had to handle the situation “by the least intrusive method” (College of Policing, 2022), meaning that I had a very limited scope in how I could progress the investigation.

Hate crimes have resounding effects psychologically, behaviourally, and physically on its victims but also a potential impact on the communities of those involved (Walters, 2014). I thought how my actions could have a bigger impact on not only on (A) but to the Indian community within my area and on the perception of the local police. I chose to embody the policing principles of fairness, honesty, and objectivity (College of Policing, 2014) and speak frankly and truthfully about how the incident might progress which ultimately led to a positive outcome.

The police promote the ethos of ‘evidence-based policing’ (College of Policing, 2022), this in turn promotes impartiality and fairness by taking a procedural approach to gathering best evidence to inform decisions

(College of Policing, 2022). Regardless of how much I internalised this, I couldn't help but conform to biases I had developed about (D). Research suggests that both conscious and unconscious decisions are made on an emotional and intuitive level (Withers and Withers, 2016) and our emotions and intuition are directly influenced by unconscious biases developed over a lifetime (Kahneman, 2012). I approached (D) with the mindset that he was a vile, racist man, which meant that when he completely contrasted this, I was left in a state of cognitive dissonance. I didn't gather best evidence, because I expected something that didn't exist, therefore my line of questioning wasn't as effective. Impartiality is an essential element that should allow officers to approach each situation to gather best evidence. How we judge a situation inevitably determines the actions that are taken, so to improve decision making, understanding my own mind and the biases present is imperative (Withers and Withers, 2016). Had I been aware of all of this, I may have collated a better understanding of the situation.

When (D) relayed that (A) had been his student for twenty years and had only reported the alleged racism now, I wondered why. Two conflicting reasons crossed my mind. Either they were false allegations or (A) was afraid to report them. Institutional racism in the police has been highlighted in the past few years but has been prevalent in policing since its inception (Hogan, 2021). With a recently enflamed perception of police racism and the plethora of misconducts carried out by police in the UK (Everard, Hackney school girl etc.) it doesn't seem farfetched that people feel unsafe to report hate crimes or feel that police are part of the problem (Chahal, 2017). This feeds back to my uneasiness over inevitably siding with (D). Despite his overwhelming evidence, outstanding character, and support, I felt a sense of injustice and that I was misrepresenting the Indian community.

The remainder of the incident I believe was conducted to the best of my ability, despite deliberate omissions by (A) and (B), I believe that I relayed the information accurately and professionally, and despite not providing them with good news, I managed their expectations throughout. Whilst I felt a sense of disappointment and longing to provide (A) with the justice he felt he deserved, my investigation and its results prevented me from doing this.

Active Experimentation

Impartiality:

I allowed unconscious biases to sway my opinions and potentially prevent me from gathering best evidence. For me to provide the best service and gather best evidence, I must remain impartial, treating each person with the respect that they deserve and evaluating all the information I gather with an open mind. Since this incident, I have tried to reserve judgement on a situation until I have gathered all the facts, this includes trying to ignore the faults and merits of each victim and subject until I have all the information available.

Hate incidents and Hate Crime:

(A) disclosed that (D) had made prejudiced remarks about a young boy and they asked me to speak with him and potentially elucidate him to the term 'golliwog'. Whilst updating them, they asked why I didn't/wouldn't speak with him. The interim guidance advised that speaking with this boy, who had not come forward about this and who may potentially not even be aware of that term would not be a proportional action. Whilst I explained this quoting the legal framework for my decision, I should have approached it a little more softly,

conveying the feelings of the boy instead of the law. To treat victims appropriately requires a delicate hand, so considering this incident, I am actively working on my empathy to convey my actions and decisions ethically.

Ethics and Codes of Practice:

Prior to this incident, I didn't truly appreciate how impactful the Codes of Practice are to my conduct as an officer. Considering how events transpired, I see now that ethics and the codes of practice create a feedback loop, ultimately guiding an officers' professional practice. I have since tried to embody these values as closely as possible, fitting them into my own ethics and values to best develop myself as an officer.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

ANSWER:

I will be using Kolb's reflective cycle to critically assess an incident that I have attended considering my use of the National Decision-Making Model and the Code of Ethics and reviewing whether this impacted my use of discretion and achievement of best evidence. The incident that I will assess involves a domestic argument between a couple that escalated into a physical altercation.

Concrete Experience

I had been called to attend a domestic incident in progress in the carpark of a pub. On route, PSC were still on landline providing updates that the 'perpetrator' was continuously escalating the situation, from causing criminal damage to a vehicle to assaulting the reporting person.

I arrived in the company of two colleagues (A) and (B). As we drove towards the end of the carpark directly outside the pub, we could see a female (C) walking towards the exit. We immediately stopped the van, (A) and (B) approached (C) who was hysterical, had clear facial injuries and had a moderate amount of blood on her shirt. I approached two people, a male and female (D) and (E), who were standing outside of the closed pub. As I approached, (E) immediately announced herself as the reporting person. I asked her what had happened, and she relayed that she had given all the information to PSC who were still on the phone, (D) then interjected telling me that (C) had assaulted (E) and had criminally damaged her car. (D) was an impartial witness not known to either party.

I heard a commotion, and my colleagues announce for help. I ran towards them to find (C) on the floor with (A) and (B) trying to prevent her escape. (C) was erratic, screaming and not making sense. We lifted her up and handcuffed her, placing her in the rear of the van to calm down.

(B) separated off to speak with (D) and (E) with some senior officers that had recently arrived, (F) and (G), while (A) and I tried to speak to (C). (C) kept trying to allude that she hadn't done anything but wasn't making

sense. (C) was heavily intoxicated and highly erratic. (C) kept asking us to look at CCTV, but we told her the pub was closed.

This continued for some time, as we tried to extract information from her. Due to the impartial witness and further information that had been corroborated by (B), (F) and (G). I arrested (C) for DV common assault and criminal damage.

When we arrived at custody, her facial injuries had worsened, as such, we were requested to take her to hospital.

It was revealed that she had a broken nose, eye socket and a fractured jaw. As (C) sobered up, she eventually had the capacity to explain to us what had happened, however due to her allegiance to (E), her partner, she would tell us that (E) had assaulted her and then retract it and say she had done it herself. Despite having criminally damaged the vehicle as previously discussed, she had not instigated or been the aggressor in the assault as was reported, was the owner of the vehicle and (E) was later arrested for section 18 GBH.

Reflective Observation

Domestic abuse/violence are unfortunately some of the most common calls that I have dealt with as a response officer. More often than not, they result in someone being removed for the night until the situation has been de-escalated and most are simply heated verbal arguments only. However, both my integrity as an officer and due to the changes made in Domestic Abuse Act 2021, I approach each domestic incident with an open and investigative mindset.

I would be lying if I didn't say this call was chaotic. Arriving to find (C) walking away from the incident, with blood on her shirt and facial injuries set me on edge. Clearly an assault had taken place.

My colleagues had dealt with the same couple a few weeks prior and had arrested (C) for assault, with this information being relayed on route, I feel like our opinions were skewed and (A) and (B) already had a negative bias towards (C).

As I spoke to (D) and (E) I was confused, (E), despite reporting having been assaulted, had no visible injuries, and did not disclose any to me. Typically, when dealing with assaults, the victim tries to show you their injuries to corroborate their narrative, but (E) not showing me both confused and concerned me. When (D) spoke to confirm that (C) had been the perpetrator in both the assault and criminal damage, however, allayed some of that concern, especially when I later discovered that he wasn't known to either party, so had no direct motive to lie.

After hearing the commotion and assisting (A) and (B), it was clear that (C) was intoxicated and irrational, only adding to the veracity that she was the assailant. (C) was incoherent, bouncing back and forth between compliance and resistance and couldn't provide a reasonable narrative.

Due to her erratic behaviour and clear intoxication, we used force to handcuff her to prevent her escape and to protect her and us from any potential issues that may have arisen from her erratic behaviour.

As I spoke to her in the back of the van, she would intermittently scream and then become lucid, but would never directly tell me what had happened. (C) was also sweating profusely. I contemplated that she may be

experiencing acute behavioural disorder and so set out to calm her down to ascertain if it was ABD or intoxication/other mental health issues.

(C) disclosed that she had consumed alcohol and cocaine contributing to her current state. When calm, (C) would claim she was innocent and for us to view the CCTV to clear her name. The pub was closed, and nobody was there preventing us from doing that. Her facial injuries and vehemence of her innocence were leading me to believe that she was being sincere, however she was objectively quite violent and erratic. It took some time for (B), (F) and (G) to gather all the information they did, but after they disclosed what they had learned and what an impartial witness had said, I resolved to arrest (C) based on the overwhelming evidence against her. After I arrested her, she became inconsolable claiming that I had made a mistake and that she wasn't the aggressor, this began to eat away at me, but I trusted in the evidence and the opinions of my senior colleagues.

As the night progressed and her injuries worsened while we waited in the hospital, my doubts grew. After finding out that she had been caused such significant injuries and finding out that (E) had none, I knew that we had made a mistake. This was further added to by (C) disclosing that (E) had assaulted her and then retracting it. (C) clearly loved (E) and didn't want her to be arrested, causing her to not be reticent with what had happened. Although my decisions were based on the best available evidence I had at the time, we had inevitably drawn the wrong conclusion.

But, given the same circumstances, presented with an impartial witness who corroborated (E)'s story and the advice from such senior officers, would I have made the same decision again?

Abstract Conceptualisation

The NDM (national decision-making model) is a cyclical decision-making model placing the Code of Ethics at its centre, suitable for all decisions and usable by all police staff (College of Policing, 2014). Whilst reflective in its nature, almost parroting earlier self-reflective models such as Gibbs, it can be used for dynamic decision making as well. By placing the Code of Ethics at its centre, in a dynamic scenario, whilst certain elements may be missed, provided the officer is acting in line with the Code of Ethics, the NDM will prove effective (College of Policing, 2014).

Whilst at an incident it isn't practical to individually work through each section of the NDM to confirm that a decision is correct but using it as a guidance and internalising the flow of ethics, information, assess threat, powers, options, action, and review makes the process of making informed decisions much easier (College of Policing, 2014). When presented with a chaotic scenario as previously described, decisions become muddled in the confusion.

(C), due to her volatile and erratic behaviour, presented a deep concern. She was potentially intoxicated, experiencing mental illness or potentially a mixture of both. Unfortunately, police still function by allowing stigma and stereotype to impact their decisions and perceptions (Schulenberg, 2015), when presented with someone as volatile as (C) the notion that she was the aggressor was elevated by this perception.

Contributing to this was the bias that (A) and (B) already had towards (C) for their previous encounter. Despite impartiality being a foundation of policing embedded in the Code of Ethics (College of Policing, 2014), it is difficult to break from these preconceived notions. Despite not having encountered (C) myself, I allowed the opinions of my colleagues to influence my judgments. The 'Halo effect' is an unconscious bias that matches

our view of all the qualities of a person to our judgement of that person, these can be both positive and negative (Kahneman, 2012). By considering (C)'s presented behaviour, her dishevelled and bloodied look and her proclivity for violence as disseminated by my colleagues, I placed a 'negative halo' upon her, ultimately affecting the integrity of my decision making and the discretionary approach I would take.

When looking at the application of discretionary powers by police, several factors affect the outcome, such as sex, age and experience of the officer, demeanour of the suspect and complainant preference (Schulenberg, 2015). Coupling impact factors such as these with a bias towards the insight of senior officers into crime (Lvovsky, 2017) and their subsequent opinions on disposal measures, it isn't hard to imagine that I felt my hands were tied. With changes made in the Domestic Abuse Act 2021, the police have never had more powers to provide positive action when dealing with domestic abuse, but also have never had as much accountability (Zurich, 2021). I was presented with, at the time, an evidentially sound argument that (C) had perpetrated domestic violence. Using the NDM as guidance, I built rapport, there was reported abuse and witnessed abuse, there was arrest necessity with lawful and proportionate grounds, I JPLANEd the arrest and considered if it benefits the victim and the investigation (considering all potential options including removal through breach of the peace, considered the needs of the investigation (forensics, body worn footage, statements etc.) and I took action (College of Policing, 2022). With all this taken into consideration, I arrested. Looking back and knowing what I would eventually discover about the circumstances, it's easy to scrutinise my decision to arrest instead of choosing a discretionary option. Ultimately, I had very little impartial evidence and only intuition and quick decision making to guide me. The presence of a supposedly impartial witness altered my decision a significant amount, had they not been there, the physical condition of (C) versus (E) would have given me much more food for thought. I try to embody the Code of Ethics into my working practice and decisions and given the situation I feel my conduct was justified. My duty as an officer is "to protect the public and prevent crime" (College of Policing, 2014), by arresting (C) I effectively prevented the situation from escalating further and regardless of (C)'s innocence, by being removed from the situation, she was protected from further harm, giving us time to collate more evidence and establish a better narrative of the event.

Active Experimentation

From this incident I have applied a more robust resilience to outside information when making decisions, especially to arrest. It's easy to be influenced by seniority and biases when making decisions, but ultimately any disposal measures used as an officer are my decision and mine alone.

I try to consider all the discretionary means at my disposal. I had no explicit evidence apart from the information of an unknown source that (E) had been assaulted. Based on the tangible evidence, it would suggest that she hadn't been. (C) was actively trying to remove herself from the situation and area. Could I have realistically conveyed both to safe locations to separate them and prevent further harm? Could I have taken more time to establish the truth? These are thoughts that regularly crop up during domestic incidents. I now actively avoid applying a 'halo' to anyone, whether positive or negative. The demeanour and attributes of a person and the opinions of my colleagues matter but are not defining in my decision-making process. By being aware of my own mind (Withers and Withers, 2016) I acknowledge my biases and the opinions of colleagues, but ultimately use an evidence-based approach (College of Policing, 2022) to influence my decisions and discretionary approach.

Whilst already adopting the Code of Ethics into my practice, I now try to actively consider the outlined approach. As It is a central element of the NDM (College of Policing, 2014), it is also now a central element of my practice.

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Empathetic development	By actively engaging with the public and maintaining an open mind when attending calls to facilitate a more empathetic and understanding approach	Colleagues present at incidents with me to provide feedback and support to facilitate a reflective approach to development	Call by call basis, but ultimately a continuous process as empathy develops through experience and reflection
Impartiality and evidence-based policing	By embodying the policing principles and adopting an evidence-based approach to policing. Making sure that I acquire as much information and apply judgements in a fair and unbiased way	Sergeant when reviewing updates on OEL. Colleagues attending incidents with me. Myself through a self-reflective approach	Immediate effect. Whilst the nuances of impartiality may grow over time and develop into an innate trait, the principles can be applied immediately by actively thinking about the implementation at calls
Awareness	By actively thinking about my situational and interpersonal awareness, adopting a growth mindset to ensure the safety of myself, my colleagues, the public and to ensure that I try to understand the individuality and individual needs of each person I	Superiors reviewing incident. Colleagues at incidents that can provide insight when I have lacked or am lacking in both situational and personal awareness. Myself by applying a reflective approach when reviewing and writing up incidents, considering what I did, what I could do	Within 6 months. Whilst other aspects discussed can have a slower development over time, awareness poses an immediate risk to danger and to my conduct as an officer. By setting an achievable target I can actively apply new principles and measure their outcomes over time

	encounter and deal with as an officer	better and what I may have missed	
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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