

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 3	Criminal Justice, Valuing difference and inclusion	2500
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:

Police officers, along with many other emergency service workers are categorised as unique people that are more likely to experience mental health problems due to the role that they carry out on a daily basis. Many police forces across the UK promote health and wellbeing to ensure employees are happy, healthy and able to do their best to protect the most vulnerable members of the communities in which they work.

The role of a police officer is openly known as one which includes a great deal of stress and team work. Fortunately, the stigma on mental health has decreased drastically over the last decade, although statistics show that only 39% of police officers across the UK requested some form of help with regards to a mental health problems in 2016, this is a very low number of officers seeking help (Police federation, 2020). Mental health and wellbeing are no longer a taboo subject with many charities and initiatives being pushed through police forces today in order to raise awareness and promote understanding of personal mental ill health, including stress and how to cope with it. It is extremely easy for a person to get the specific help that they need from a professional in the field if they are ready and willing to accept that help. Unfortunately, it is reported that taking the first step to get that help is the difficult part for many, the stigma around mental health may have declined socially, but the pressures of adequately 'letting the team down' are still very much present in police culture today, this is why it is important for officers to have the ability to develop resilience in order to manage and cope with the levels of stress they may feel due to their occupation, resulting in fewer officers needing to ask for professional help (Mind, 2020).

Stress is a form of mental ill health that often effects police officers because of the job that they do, dealing with high-pressured, difficult and emotional incidents, and making quick decisions to protect lives and prevent crime and disorder. Stress effects each individual in many different ways, for instance, two police officers attend the same incident, one officer may feel no stress regarding the circumstances and will begin to understand what has happened and why, and how they have coped with this incident. The second officer may be unable to process what has gone on, it may trigger another stressor in the officers life causing further stress, this then becomes a problem as the officer is unable to cope with the amount of stress he is feeling at one time. Stress can occur during any aspect of life, whether it be occupational, educational or private life. The serious problems often begin when stress is present in all aspects and therefore leaves the individual unable to cope.

Brosan and Todd (2009) state that "stress is your complete response to your perception of what is going on around you or happening to you". During the completion of my first degree at University, I began to understand what stress felt like for me personally and how to cope with it. I am now going to outline and compare different coping strategies that I have used in the past, and continue to use during my new career in order to cope with stress and develop resilience.

Snyder (2001) defines coping as "...coping represents a description of what must be done to keep

his or her life at a reasonably high level of satisfaction". Coping is not only physically doing something in order to ensure a happy life, it can also include the way in which a person thinks, feels and acts. The idea of a 'coping mechanism' is different for each individual, it depends not only on what they are trying to cope with, but what way is best for that individual. Everyone has different levels of ability, different strengths and weaknesses. It is important that each individual understands this in order to get the most out of a coping mechanism, to put the effort into 'coping' and to take control of how they feel. For instance, I have always considered myself as athletic and believe that sport is what helped reduce my stress levels at University. Sport continues to be a main coping mechanism for me personally, it allows me not only to socialise, but to let off some steam, stretch out my body and raise my heart rate. I play netball weekly, sometimes twice a week and also attend yoga classes to help stretch out my muscle to reduce tension and calm my mind. Chief Constable Matt Jukes once stated "physical wellbeing can play a big part in mental wellness" (Mental Health Wales, 2018). South Wales Police have a brilliant sports initiative that is being advertised encouraging officers to sign up and join the different sports teams across the force. During my initial 6 months training we were able to sign up to these teams, we also enjoyed doing exercise together as a class, including the police fitness test. Stress is often thought of as something that impacts a person's mental state, however, it can also have adverse effects on a person's physical state. Stress can cause the muscles in the body to become tense, sometimes causing pain in these areas, it can cause headaches and cardiovascular problems, hence why sport is a great coping mechanism to help lower stress levels and keep the human body fit and healthy (Brosan and Todd, 2009). During my time in training to become a Police Constable with South Wales Police, it was important to me that I continued to keep active, play sport weekly and relieve stress.

I attended my first day of police training knowing that it was going to be a challenge. On day 1 it was explained to me that I would be given daily lessons and lectures in order to sit and pass 4 exams. The stress immediately began to build during the first few months and I felt the effects on my body and mental state. It was important for me to build resilience and cope with the level of stress that I was feeling in order to develop the ability to work effectively under pressure and achieve good marks in the exams. In order for me to do this successfully, I had to understand what motivates me and what activities I would prefer to take part in (Shen and Moss, 2017). For me personally, it meant socialising with friends and speaking to them about how I was feeling. During my spare time, I would ensure that I met with friends, we did things that kept us occupied and entertained such as long walks, swimming and going to the cinema to relax together. This resulted in my mind being taken off the stress I was feeling from a new training environment. Friends are also there to confide in, I did exactly that. Having other perspectives on what I can do to cope with stress was a big help for me. Building resilience doesn't have to be something that a person does alone, having the support of friends is likely to result in a more positive mind set (Neenan, 2018).

Having a positive mind set also links into the concept of mindfulness. Mindfulness can mean more than just being happy and present. Mindfulness is taking the time to understand what is going on in your life, to see a situation by looking at the 'bigger picture' so things become clearer. Reflecting on situations and personal performance in order to improve and make positive changes and set new goals will also help a person become more positive and develop resilience (Williams and Penman, 2011).

After discussing many coping mechanisms including sports and exercise, yoga, socialising with friends and trying to adopt the concept of mindfulness, I have one more strategy I wish to discuss. I have 3 dogs that require daily exercise and walks, although this is another form of exercise it seems to release stress in a different way. Sport is more competitive whereas walking is a lot more relaxing and something I can do daily. I feel it provides me with time to think and unwind after a day at work.

There are many different coping strategies that help reduce stress and develop resilience, the above strategies discussed are what I have learnt are best for me personally to cope with stress and develop resilience. I am an active individual with a positive mind set, I have a good work-life balance and

enjoy the job that I do with the support of a great team. I have received training and support to help cope with the stress of an extremely fast paced and active job.

Word Count - 1462

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:

This essay will provide the reader with information regarding police attendance at a mental health incident. The incident in question includes a service user suffering from alcoholism and depression who was subsequently detained under Section 136 of the Mental Health Act (MHA) 1983. During the incident, conflict occurred between the service user, her family and the emergency services. I will outline the powers used by officers and the communication processes applied in an attempt to reason with the service user, along with the force used and the justification and necessity for this use of force. The decision making process will be explained throughout as I reflect upon my actions at the incident. I will also critically evaluate academic theories that may have subconsciously influenced my decision making during the incident.

A 999 call was made to the police control room three days prior to the incident outlined above. A young man had found his mother on the floor in her bedroom after she had attempted to hang herself using a dressing gown cord. Police and ambulance attended at the address and the female was conveyed voluntarily by ambulance to hospital where she was assessed by the Mental Health team and later released.

Three days after the initial call a second 999 call was made to the police control room from the same young man who was reporting that his mother had been drinking alcohol before she left her home address after making threats to take her own life. The young man stated that he was worried for his mother's safety. A description of the female was taken by the control room operator and

officers were immediately deployed to the local area. A South Wales Police Operation New York was instigated in order to conduct an area search for the female due to her recent history. Operation New York is often called for high risk missing persons and ongoing incidents, its aim is to ensure all available officers attend the area in which the incident is taking place. Shortly after arriving in the local area, a further call was made to police by ambulance stating that they had received a call from a member of the public who had found a female face down in the river. This female matched the description previously given to officers. Ambulance had arrived on scene and the female in question became extremely aggressive towards paramedics, after requesting support from police my colleagues and I arrived at the scene. The female had been pulled up onto the river bank, she was breathing but unresponsive. Paramedics began trying to rouse the female when I noticed two medium sized empty bottles of vodka down by the river. It was now apparent that the female had been drinking alcohol and this would later influence my decision making as her capacity levels were further reduced due to her intoxicated state.

The incident took place in a deprived area within the South Wales Police force area, but it is an area well known for its close knit community, so it took only minutes for her family members to hear about what was going on and where she had been located. Members of the family began to arrive at the scene and after assessing their body language it was clear that the family were extremely frustrated by the situation. The family are well known to police due to their history and are also well known in the community. I politely asked them to stay back and let the paramedics do their job. I also took a contact number from the female's son and explained that I would update him when necessary to try and put his mind at ease. I began to probe the family as to why they felt this way in order to gain a better understanding of the family dynamics and needs. The female's son then informed me that she is an alcoholic and up until 2 weeks prior to the incident she had gone 12 months without alcohol. He then stated that his mother can sometimes become aggressive and threatening towards people after drinking alcohol.

The female became conscious but it appeared although she was unaware of where she was or what had happened, her clothing was wet and she became verbally aggressive towards her family, paramedics and officers. The female's son then started walking towards the female and began shouting and swearing at her in the presence of other members of the public stating that he no longer wished to have her as a mother and that she had let him down. This was not helping the situation as the female became visibly upset and so I altered the way in which I was communicating with him and explained to him in an authoritative way that if his behaviour was to continue he would be arrested for a public order offence. This seemed to take effect and the whole family began to quieten down. With the help of myself and other officers the female was reluctantly placed into the back of the ambulance, she began kicking out and throwing her arms in the air. Tactical communications were used and the female was warned to stop her behaviour. The female did not seem to understand or retain information and due to the current situation with COVID-19 the paramedics are required to conduct certain tests before conveying to hospital which the female actively refused. It was explained to the female that we were there to help her but she continued with her aggression and attempted to bite the paramedic. In order to gain control of the situation force was then used to hold the female's arms and legs down on the bed. In an attempt to place handcuffs on the female to prevent injury to herself and others she was turned over onto her side, tactical communications were used, verbally instructing the female to comply with officers instructions. The female failed to comply and so she was removed from the ambulance and placed on the floor front down using a straight arm bar take down which is a taught use of force tactic to gain control. A struggle with the female resulted in her being handcuffed to the rear and placed into the back of a marked police vehicle.

The force used in this instance was necessary to prevent injury to the service user, myself and colleagues. The handcuffs placed on the female were done so lawfully under Section 117 of the Police and Criminal Evidence Act (PACE) 1984. Section 177 of PACE 1984 gives Police Constables

the power to use reasonable force when necessary in the execution of their duties under PACE 1984. This includes Section 24 of PACE 1984 which is the power for a Police Constable to arrest without warrant (Police and Criminal Evidence Act 1984). The force was proportionate and justifiable in the circumstances as the female refused all treatment from the paramedics and after becoming aggressive she would need to be conveyed to hospital by police under Section 136 of the MHA 1983 in order to be assessed by a Doctor. Although the female had committed a number of offences due to her behaviour, including assaulting an emergency worker and public order offences it was very clear that she was suffering with her mental health and that became my paramount priority. I used my personal issue mobile phone to contact the Mental Health Triage team based at the police control room, I did this as a way of potentially de-escalating the situation and giving the female a chance to speak with a trained Mental Health nurse about her problems. I initially believed that this may help the female but she did not seem to understand nor did she want to speak with the nurse. After conferring with the nurse personally and evaluating all of the options available, it was decided that the female should be detained under Section 136 of the MHA 1983. Although this is the advice of the professional in the field, it is a police decision to detain a person. I therefore made the decision and the female was detained under Section 136 of MHA 1983 and conveyed to a place of safety. Section 136 of the MHA 1983 states that “if a person appears to be suffering from a mental disorder and is in immediate need of care or control, a constable may, if they think it’s necessary to do so in the interests of that person or for the protection of others, remove the person to a place of safety or, keep the person at a safe place”. Due to the incident taking place in a public place it gave me the power to use Section 136 of the MHA 1983 in order to protect the female, detain the female and convey her to a place of safety. In this instance a place of safety being a hospital as a police station is not defined as place of safety in these circumstances (Mental Health Act 1983).

The female was placed into the back of a marked police van. Whilst sat in the police van I made sure I had a clear view of the female to ensure she remained safe whilst on route to the hospital. This also gave me the opportunity to engage in conversation with the female and build a rapport with her. It was my understanding that we would be taking the female to the Accident and Emergency department for initial assessment before the Mental Health team would attend to assess her. I knew that we would be together for a few hours and to prevent further upset and aggression from the female I wanted to confidently remove the handcuffs on arrival at the hospital and make the situation more comfortable for the female. I did this by asking the female about her family, she became a lot more compliant and began answering my questions and conversing with me. It came to light that the female’s daughter is an old friend of mine, this changed the female’s attitude completely. During my initial 6 months in training I received my posting and realised I would be policing the community in which I live. I didn’t know how to feel about the fast approaching reality back then, however now that I have time to reflect upon an incident such as this and have seen first-hand how something so small can impact a person’s behaviour and change a person’s perspective of the police, I believe this is a positive outcome. On arrival at Accident and Emergency the handcuffs were removed from the female by myself, it was explained to her why she had been detained. I made sure to check that the female understood the process of what had happened and what was to come. After a truthful talk with the Doctor and the Mental Health team, I believe the female was admitted to hospital. My attempts to de-escalate the situation initially failed. My actions with the female later on ensured she arrived at the hospital safe and well in a calm and controlled manner and received the care she needed. I consistently explained to the female that I was there to help her in a calming and supportive tone, my body language towards the female did not strike her to believe that I was there for any other reason than to help her. After removing the handcuffs the female thanked me, I explained that I was only carrying out my duty of care to ensure her safety.

There are many academic theories that I believe influenced the way in which I dealt with this incident. I am now going to discuss and compare two academic theories, The Betari’s Box theory

and the study of the Emotional versus Rational Brain. The Betari Box theory outlines how an individual may perceive and react to another individual due to personal characteristics such as tone of voice, stance and certain words used. I am therefore becoming increasingly aware of how my attitude and behaviour may effect that of another person. During the incident I have become more assertive with my tone and language used when communicating with the family of the female to ensure they clearly understood who was in control at the time. It is also very important in instances such as this to avoid using the word 'arrest' when detaining a person under the MHA 1983. A person who believes they are under arrest may act more aggressively and become non-compliant (Changing Minds, 2020).

The Emotional versus Rational Brain theory illustrates that people use both parts of the brain to process information and make decisions. This becomes more difficult for people when one side of the brain is working harder than the other, for instance, if someone is too emotional it becomes increasingly difficult to make rational decisions (Kok, 2020).

Both theories apply to my behaviour and decision making during the incident but when comparing the two theories I believe The Emotional versus Rational Brain also effects the service user. Due to the circumstances, emotions were increasingly high resulting in the female being unable to make rational decisions, it wasn't until she has calmed down and began speaking with me that she realised what had happened and began to understand why she had been detained.

During the time between arriving at the scene and the female being placed into the back of a marked police vehicle it was important for me to conduct a dynamic risk assessment when considering the needs of the female and whether it was appropriate to detain the female under Section 136 of the MHA 1983. I did this by following the process of the National Decision Model (NDM). The NDM is used frequently by Police Officers as it allows us to make ethical and reasoned decisions based on dynamic risks that can continue to change as incidents progress. It also ensures officers consider all powers available to them and the policies of each individual police organisation while adhering to the Code of Ethics (College of Policing, 2020). My initial risk assessment began as the call was being passed via my personal radio. I started by gathering all of the information and intelligence available and soon realised that the female in question and her family were well known to the police. My colleagues contacted me and explained that they had attended a call at the female's home address 3 days prior. After expanding my knowledge of the female and the recent call to her home address I began to better my understanding of the powers I have under Section 136 of the MHA 1983. I did this by conferring with my tutor and ensuring I understood the procedures this power entails. On arrival at the incident I believed the female would attend hospital voluntarily by ambulance as she had done so previously. After realising that the female was extremely aggressive and refusing all help it became apparent that she would need to be detained and conveyed by police. This decision was made as the female appeared to lack capacity and struggled to understand and retain information due to her intoxicated state. The decision to handcuff the female was also made after she had attempted to bite the paramedic. After using the NDM, my knowledge of the law and what I had learnt about the females past it helped guide my decision making. I believe the decision to detain the female and convey her to the hospital in handcuffs was the best decision to ensure her safety and the safety of others. At no point during the incident was there an unlawful breach of the female's human rights. Officers consistently acted lawfully and ethically in the executions of their duties to safeguard the female. After returning to the station my tutor and I debriefed the whole incident in order to ensure I had a good understanding of what had happened and why we made the decisions that we did. During this conversation the Gibbs model of reflection was used to help reflect on the incident. In conclusion, if I were to attend a similar incident again in the future I would again try extremely hard to understand the individual's needs, vulnerabilities and build a rapport early on to ensure a positive outcome for both the individual and the police.

Word Count – 2732

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:

This essay will begin by explaining the circumstances of an incident I attended where I prioritised safeguarding a repeat victim of domestic abuse and later providing integral support with regards to the Criminal Justice process. I will then outline the social challenges faced throughout the initial incident when dealing with the victim. Challenges continued to present themselves as the investigation continued. A key witness in the investigation is of a different cultural background. I will explain how I have overcome these challenges before moving on to outline my responsibilities during the investigation. Many procedures and force policies were initiated as a result of the investigation that will be discussed throughout, along with police values and codes of practice. I will then conclude with a critical reflection of the incident and its outcome using the Gibbs model of reflection.

A 999 call was made to the police control room where shouting and screaming could be heard before the call was disconnected. Due to the circumstances of the call officers attended the address that the telephone number was linked to on an emergency response. Whilst on route to the address it became apparent that the call was made from a property situated above a Chinese takeaway. The property is situated in an extremely deprived area where unemployment and crime ratings are high. There were 65 crimes reported during the month that this incident occurred, with just under half being violent crimes (Crime Statistics UK, 2020).

On arrival at the property a female opened the door cautiously. However, had the female been reluctant to let officers into her property, under Section 17 of the Police and Criminal Evidence Act

(PACE) 1984 officers have a power to enter the property to save life and limb due to the nature of the call. The female invited my partner and me into her property locking the door behind us. I could see clear indications of a disturbance at the address as a table had been flipped on its side and ornaments smashed on the floor. The female had clear bruising to her forehead, eye and upper arm. Her lip was cut and she was visibly frightened. I had my body worn video camera activated as per South Wales Police policy. I could see the female staring at my camera that continuously flashed red and made a beeping sound. After offering to switch it off the female seemed to settle slightly. The female explained that her two children under 10 were asleep in the next room and that there was no one else in the property. The female's partner also lives at the address, he had been out with his friends during the day drinking alcohol. The female explained that when he arrived home he instantly became verbally abusive towards her as she hadn't cooked him the food he'd asked for. The male then started to push the female around the kitchen and punch her to the face repeatedly. The female managed to run into the next room and dial 999. The male disconnected the line and left the property.

After continuing to question the female it became apparent that she had been the victim of domestic abuse for a long period of time. She stated that the abuse started years ago after the birth of their first born child. At this time, both the female and her partner were working and happy. Shortly after, the male lost his job resulting in him becoming angry and depressed. The female told me that her partner began believing she was having an affair with someone from work, he began hiding her phone and bank cards to prevent her from leaving the house. The female was isolated as he stopped her from spending time with family and friends, she became depressed and lost her job. When the female fell pregnant for a second time the coercive and controlling behaviour stopped slightly but after the birth of their second child the abuse became more frequent and more physical. The abuse has been getting progressively worse over the last few years, resulting in many hospital visits and police attending the home address numerous times. However, the female has never provided any explanation to the police until now, nor has she provided a positive statement. I could see clearly, that as repeat victim of domestic abuse the female needed to take the next step in an attempt to prosecute her abuser. Repeat victimisation occurs when an individual becomes the victim of a crime on more than one occasion within a certain time frame (Bridgeman and Hobbs, 1997). I explained this to the female along with why it was so important for her to provide a statement. In order to do this I sat beside her, asked my partner to leave the address and tried to make her as comfortable as possible. On one hand, I took control of the conversation using a firm tone of voice. On the other hand, it was important for me to show understanding and empathy for the victim's needs. I wanted to make it clear to her that I understood how hard it was, the effects it could have on her family life and how it may seem impossible to overcome the fear of working with the police to prosecute her partner. The female explained that she loves him and began to get upset. I took a step back and told her to think about what she wanted to do and how she wanted to move on from this incident. After providing the female with time to think and reassuring her that everything would be ok, I spoke with my sergeant and it was decided that I would take a statement from the female as soon as possible. A second unit would then conduct an area search for the male after a description was passed by myself. I told the female this and we began the statement. I outlined the fact that it would need to be signed but before doing so I would give her plenty of time to change or add anything to her statement. After completing the statement I handed the female a leaflet that explains a victim personal statement (VPS). I told the female that this was her opportunity to write a VPS outlining how this crime has affected her mentally and emotionally, how it has affected her children's lives and her working life. I explained that it was extremely important as it would be read out during the court proceedings and could have a great impact on sentencing.

It was at this point the female began to panic, she stated that she had never been to court before and was petrified of seeing her partner and his family there. I knew that I needed to reassure her in order to prevent a victimless prosecution and gather as much evidence as possible during the 'golden hour'

of the investigation. I explained to the female that the Youth Justice and Criminal Evidence Act (YJCEA) 1999 defines vulnerable and intimidated witnesses, that are therefore entitled to special measures when providing evidence at court.

Vulnerable witnesses are defined under section 16 of the YJCEA 1999 as “All child witnesses under 18 and any witness whose quality of evidence is likely to be diminished because they are suffering from a mental disorder; or have a significant impairment of intelligence and social functioning; or have a physical disability or are suffering from a physical disorder”. With regards to the incident I am discussing in this essay, the female victim would not be classed as a vulnerable witness. The female would however be classed as intimidated.

Intimidated witnesses are defined under section 17 of the YJCEA 1999 as “those suffering from fear or distress in relation to testifying in the case”. This is a broad definition relating to victims of serious crime, family members that are attending court to give evidence for the prosecution and those that have been threatened with regards to their attendance at court. The Victims Code of Practice also outlines enhanced entitlements that victims of serious crime, those persistently targeted and vulnerable or intimidated victims are entitled to. The enhanced entitlements include special measures as mentioned above, such as a screen to prevent the victim from seeing the defendant at court, video recorded statements and the ability to give evidence in private away from the court room (Code of practice for victims of crime, 2015). I also explained to the female that the court proceedings may last for a few months, possibly longer. I described the process to the best of my ability, explaining that she would be updated throughout when necessary. It was also important to me that the female understood the roles and responsibilities of the South Wales Police Witness Care team. I told her that she would be contacted by one of the team who would undoubtedly have more knowledge and information regarding the Criminal Justice process than what I had given her. I explained that she could contact them with any questions. I also gave the female my contact number explaining to her that she could contact me at any time and that if I am on a working day I would answer. I gave the female some advice and told her to call 101 if she was unable to contact myself, I also stated that in an emergency she is to call 999 as she had done previously. After briefly explaining the above to the female in layman's terms to ensure she understood, we began writing the VPS.

On completion of the VPS my next responsibility was to gather all relevant details and information regarding the children, those living at the address and any others that live elsewhere. I began by taking all of the relevant details and writing them out in my Electronic Pocket Notebook. I would now be able to upload these details onto the police system and complete a Public Protection Notification (PPN) form with or without the consent of the female, although this would be noted on the form. I have a duty of care to safeguard and protect the victim and her children. The PPN form is my responsibility to complete and risk assess in order for it to be sent to the Public Protection Unit (PPU). PPU will then risk assess the form based on my observations and a Multi-Agency Risk Assessment Conference (MARAC) will be conducted. This is a meeting where information is shared amongst police, the health board, children's services, housing associations and other specialists regarding those who are deemed as high risk domestic abuse victims. The aim of the meeting is to discuss and compare the best options in safeguarding the victim. After the sharing of all relevant information a carefully formulated plan will be put in place in order to safeguard (Harne and Radford, 2008).

There were other options considered to ensure safeguarding and to make the female feel at ease and safe in her own home. As her partner had left the address, I suggested changing the locks. I asked the female to contact the council and her housing provider in order to get this done. I also suggested that a friend or family member come stay at the address with the female and her children for the foreseeable future. I then sat down with the female and explained what would happen next. I stated that officers had been conducting an area search and that her partner had been sighted and arrested. I then photographed the female's injuries and the damage caused in the property. I stated

that her partner would now be taken to custody where his detention would be authorised and he would later be interviewed regarding the incident. The female was extremely worried about the male returning to the address, I told her that he would be remanded in custody until he appeared in court, or that he would be released with bail conditions not to contact the female directly or indirectly, and not to attend the address. Any belongings he may need could be collected by a family member at a later date. The female and her children were left safe and well at the home address with her mother there to comfort her.

The investigation continued and it I became aware of the fact that the male had reportedly smashed the front windscreen of the female's car as he left the property. House to house enquiries were conducted by my partner. I then attended the Chinese takeaway shop situated below the property to check if anything had been heard during the time that the incident took place and to check CCTV located at the front of the takeaway. After speaking with the female behind the counter she informed me that the shop was closed at the time of the incident and that she would check the CCTV. She also stated that her mother-in-law who lived next door to the shop heard some shouting during the time frame I had provided. I asked to speak with her mother-in-law but she explained that she does not speak much English. This was unusual for me as I had never come across this type of challenge before. The area in which I work is not multi-cultural and so I spoke to my shift colleagues for some advice. A colleague told me to use Language Line in order to engage with the potential witness. Language Line is a phone line officers can call for translation. I agreed to this and attended the address having already connected to Language Line. I put my mobile phone on speaker in order for the person on the other end to translate what I was saying to the witness. It was very successful and after obtaining a short witness statement I explained to the witness via language line about what would happen next. The witness was extremely reluctant to attend court and did not wish to assist police. After explaining the Criminal Justice procedure and how a translator could be used during the court process, the witness signed her statement and stated that she would be willing to attend court.

The suspect was later interviewed and charged. I worked with the Hub officers in order to complete a full file for the CPS. My Sergeant then asked me how I felt I handled the initial incident and the investigation. I then used the Gibbs model of reflection in order to outline and understand each step of the process while reflecting on the work I had done. Graham Gibbs developed his 'Reflective Cycle' in 1988 with the aim of giving students a specific structure to follow when reflecting on life experiences and hoping this will enable them to learn from each experience. It is important for me to know and understand what went well during the incident and what could be improved for next time. I believe my initial attendance at the call was good, switching off my body worn video helped calm the female. I then sat with the female and spoke with her for a while about her history in order to gain a better understanding of how she was feeling. Asking my partner to leave the property could potentially be a risk as it means I am alone in an address, but it was clear to me that this was the right thing to do as the female took her time to confide in me and give a statement. When dealing with the witness from Chinese heritage, it was important for me to seek advice on how to approach the situation. I will always ask colleagues for help in order to better my understanding and knowledge. Using the Language Line was also a success. There were many positives about the incident discussed in this essay, but it is important for me to also learn from the negatives. During this incident a lot of questions were asked about the Criminal Justice system and how it works, I personally believe that I need to better my knowledge of this in order to answer the questions of victims and witness with more detail and confidence to provide reassurance. A discussion with my Sergeant provided me with positive feedback, it also gave me the opportunity to ask questions and develop as a police officer.

Word Count – 2727

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:

During this essay I will discuss an incident I recently dealt with involving an assault. I will outline the decision making process used throughout, while explaining the decisions made using my discretion and the reason for the actions taken. The importance of maintaining impartiality during the investigation will also be discussed, as well as my responsibilities under the Criminal Proceedings and Investigatory Act 1996 (CPIA) during the investigation as the officer in charge of the case.

I was assigned a task from the Incident Resolution Team (IRT) as a grade 4 call. A grade 4 call states that police should contact the reporting person (RP) within 48 hours. The task stated that the RP's son who is 16 years old had been assaulted the previous night by a person he did not know. I called the RP on the mobile number provided and spoke with her to gather as much information as possible. I also spoke with the RP's son. For the purpose of this essay I will refer to him as male 1. Male 1 stated that he had gone to the local shop in order to get some sweets for himself at 0100hrs. Whilst outside the shop, a male not known to male 1 has reportedly approached him from behind and punched him to the head. For the purpose of this essay I will refer to him as male 2. After being punched to the head, male 1 has then fallen to the floor, male 2 has then kicked male 1 numerous times before walking away. Male 1 provided no further information when spoken to over the phone. It was at this point that I decided to attend the home address of male 1 with hope that he would provide more information.

In the meantime, a second call was attached to my work load via the Incident Resolution Team. The RP for this call was recorded as the father of male 2 who is also 16 years old. The call stated that his son was in a fight with an old friend from school the previous night and is now being harassed by male 1. After speaking with both RP's, male 1 and male 2, it became clear to me that the facts

provided were not as first reported.

Initially, male 1 stated that he attended the local shop at 0100hrs in order to purchase sweets. After speaking with the Neighbourhood Policing Team (NPT) I discovered that the shop in question closes at 2300hrs. Male 1 also reported that he did not know male 2, it was later discovered that both male's attended the same school and are friends on social media. Male 2 also provided officers with photographs of text messages from an account related to male 1 stating that he wanted to meet with male 2 for a second fight. This evidence contradicts what was reported by male 1. However, male 1 appeared to have more injuries as a result of the fight, including a black eye, bruising to his head, arms, legs and neck with cuts on his nose, ear and hands. Male 2 had less injuries with cuts only to his hands and knees. As the investigation continued it was discovered that male 1 was intoxicated at the time of the incident, the fight between the pair had been pre-arranged and the reason for this was that male 2 had now started a relationship with the ex-girlfriend of male 1.

In order to establish exactly what had occurred during this incident, I sent a task to NPT regarding CCTV. I asked the local PCSO's to collect any CCTV from the area within a specific time frame. The local PCSO's discovered that the CCTV from the local shop had captured a partial view of the incident showing both males appear into camera shot at the same time, exchanging verbal conversation, before coming head to head with each other and disappearing out of sight. No other CCTV cameras were located in the area and there were no independent witnesses.

The investigation had concluded and due to the lack of corroborating evidence both parties were informed that it was not in the public interest to proceed with the investigation. Both parties were warned regarding their conduct and appropriately advised to make no further contact with one another. The mother of male 1 did not appreciate the police decision made in this instance stating that her son is the victim and could have died. When probed regarding the comments she had made, she stated that she has a video of the whole incident on her mobile phone with clear picture and audio. When asked why she had not previously disclosed this video to police, she stated that she did not know it existed but that her son's ex-girlfriend had filmed the whole incident and recently posted it on social media. I attended the address of male 1 in order to view this video footage. The video footage shows the males exchanging verbal conversation, male 1 states "I don't want to do this now I've had too much to drink". Male 2 then replies "We're doing it I'm gonna smash you". Male 2 then punches male 1 to the face, male 1 falls to the floor and male 2 continues to punch and kick him while on the floor.

Due to the new evidence showing the whole incident, it appears that male 1 has asked male 2 to stop, to which male 2 has continued. Based on this evidence I have decided to offer the Restorative Justice (RJ) route. I made this decision using my discretion based on the age of the males and the fact that neither of them had previous history with the police. I fully understand that police discretion must be used wisely and ethically. I have made my decision based on my knowledge of the law and of the incident while considering what I want the outcome to be (Kleinig, 1996).

I had to consider the needs of all those involved and how my decision not to arrest could affect the victim and his family. In order to proceed with the RJ route the victim has to agree to it. Initially, male 1's mother did not agree, she stated that she wanted male 2 arrested for assault. This is a possibility due to the circumstances and the injuries caused. I considered this option when making my decision to proceed with the RJ route but the fight was pre-arranged by both boys, this could therefore also be labelled as a Public Order offence which would result in both parties being arrested. After explaining this to the mother of male 1, she later changed her mind and told her son to accept the RJ route. Whilst at the address of male 1, he was also provided with stern words of advice regarding his inability to tell the truth and speak honestly with officers. It was later discovered that male 1 is a professional MMA fighter and became embarrassed of 'coming off worse' after the incident.

RJ is an out of court disposal used before charge or instead of a charge. This is a shorter process

with aims of benefitting both the victim and suspect. The process is often used with children and young people in order to prevent them having to go through the Criminal Justice process. RJ also gives the victim the chance to speak with the offender and accept an apology for the harm caused by the offence if this is what they wish to do. The suspect is better made aware of the consequences of his/her actions and are given the opportunity to have a second chance with no effect on the individual's future. My intention during the RJ process for this incident was to ensure that male 2 understood that he was in the wrong and why. It was also important for me to explain to male 2 and his family about how the outcome of this offence had the potential of being very different with male 2 possibly being arrested and taken to custody. Male 2 became extremely apologetic and thankful that I had taken his future into account as he one day wishes to become a paramedic. The RJ will stay on a person's police record for 6 months and will not show up on a DBS check for most jobs. Lastly, the RJ route being available to people builds public confidence in the police and Criminal Justice system which is important due to the age of both males, it gave me a chance to explain the processes of the Criminal Justice system in hope that they would avoid getting themselves into trouble again in the future (The Crown Prosecution Service, 2020).

During the incident many decisions had to be made due to new evidence being found during the investigation. In order to assist me in my decision making and to ensure all decisions made were ethical, I consistently worked around the National Decision Model (NDM). The NDM is a framework suitable for all decisions, these could be spontaneous decisions needing to be made at incidents or decisions planned in advance for police operations. All decisions made by police officers should be recorded in order to ensure police accountability, the NDM can help officers explain their rationale when dealing with incidents by keeping records of all decisions made and the reasons why. During the incident discussed above, I continuously updated the police log and my supervisor with what I was doing and why. A discussion with my supervisor also resulted in expanding my knowledge and understanding of the law and my powers regarding the incident in question (Roycroft and Roach, 2019).

The NDM has six components, each focussing on a different aspect of policing that ought to be considered by all police officers. The centre of the NDM is the Code of Ethics. All police decision making is therefore based around the Code of Ethics ensuring all officers abide by the policing principles and standards of behaviour outlined by the Code of Ethics. The policing principles include objectivity which means making decisions based on evidence and professional judgment. I did this during the incident as new evidence came to light. I also used my professional judgment in order to justify and use an out of court disposal to better support both the victim and suspect. The policing principles also include honesty and accountability. During the incident I continued to be honest with both males and their families about the evidence I had and the potential outcomes. I was also held accountable for my decisions, especially that of the RJ route taken during the incident.

The first step of the NDM is to gather all of the information and intelligence that's available. It's important to understand what is happening and to clarify this by looking at the information and intelligence recorded from the initial call. During the incident I had to call the RP's and speak with their sons, I then felt although I did not have enough information to make a good, rationale decision about the next step. I decided to attend the home address of both males in order to gain better knowledge about what had happened. After receiving all of the information from both males, I then had to collate the evidence available in order to make a decision about what to do next. The CCTV evidence and the video footage of the incident helped build my understanding of what happened.

The second step of the NDM is to assess threat and risk and develop a working strategy. At this point on the NDM it was important for me to assess whether or not both the male's would meet for a second fight or see one another in the street. I had to decide on taking action immediately or continuing with the RJ route based on the safety of both parties. Both males live in different towns, this lowered the risk of them seeing one another. Both males were also spoken to about the actions

taken by then during the incident and subsequently warned that the RJ route will not be used for either of them again. The strategy to prevent both parties contacting one another was to ensure they were blocked from the others phone while giving a firm warning about the consequences of their actions if they were to meet again. It was also important for me to speak with the ex-partner of male 1 who had filmed the incident. The young female had to be told that her behaviour is unacceptable and would not be tolerated. She was asked not to contact both the males in order to lower the tension between them and that in future, if she is to witness a similar incident, she is to report it to police as soon as practicable.

The third step of the NDM is to consider powers and policies. I did this by discussing all powers and policies with my supervisor in order to decide on which route would be best to deal with the situation. This included a verbal warning, arrest or RJ, all of which were considered at some point during the investigation. The decision to apply the RJ route was made by myself to ensure a better future for the males involved.

The fourth step of the NDM is to identify options and contingencies, meaning the same as above; consider the different ways of resolving a situation, while lowering threat and risk. The contingency plan should be made if the potential outcome of a situation changed. There should always be other options available to the officer as a precaution. In this instance, if the victim decided against the RJ route, an arrest would have been made of both parties and a Public Order offence of possibly Affray would have been investigated. Both parties were also asked to sign my Electronic Pocket Notebook to ensure the RJ approach was met and to ensure police accountability.

The final step of the NDM is to take action and then review what happened. To take action is to implement the decision. In this instance it was time for me implement the RJ process to bring the victim and suspect together in order to resolve the situation. At the end of the process it's important to review what had happened, this can be done by continuing to circulate around the NDM reviewing all decisions made. The outcome of the situation should then be reviewed and intervention should be considered if needed (College of Policing, 2020). I believe the outcome of this incident was a positive one for all involved. It was made clear to both males that their behaviour would not be tolerated, while offering a second chance to young boys to ensure a more secure future. Both parties understood the process and what it meant for them individually. The victim, male 1, received an apology from male 2. The suspect, male 2, received a second chance to prove to officers that he would not behave in this way again.

During the incident I also had to be sure of my responsibilities as investigating officer under the CPIA 1996. The investigation in question was resolved using an out of court disposal. The CPIA outlines the code of practice officers are to follow if investigating a criminal offence that is going to court. However, it was still my responsibility to record, retain and reveal any information I thought necessary to the investigation. I had to record all evidence and information gathered during the investigation. I had to retain this evidence in case of a change in the outcome and the CCTV needing to be viewed by a third party. I also had to reveal the evidence I had to both parties during my explanation of the reasoning behind taking the RJ route.

My personal reflection of this incident would be that while a positive outcome was finally achieved after collating all of the evidence, I would like to gain a better understanding of the law regarding Public Order offences and apply my knowledge of this into the investigation. If I were to deal with a similar investigation in the future, I would ensure that all parties involved are happy with my decisions, but also remember that I am in charge of the investigation and not to doubt my actions taken. Overall it was a successful investigation for everyone involved.

Word Count – 2749

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
Case file building.	This will be achieved during my hub attachment that I will be looking to complete during the first few months of year 2. Until then I will continue to work on case file building and completing MG forms whilst on shift.	Colleagues on shift, shift Sergeant and hub officers during my attachment.	6 months.
Knowledge of the law regarding the Road Traffic Act 1988 and practical awareness with regards to dealing with traffic offences.	Ensure myself revision time to look back on the notes created during my initial 6 months training. Become more aware of the law and police powers regarding traffic offences by	Roads policing unit during my attachment with them in my second year. Experiences colleagues on shift.	6 weeks.

	using PNLD and attending traffic related calls.		
Statement taking – victims.	Understand each individual victim's needs and concerns regarding the Criminal Justice System and going to court. Continue to take victim statements where necessary. Practice with colleagues regarding what should be included in a victim statement and how much detail is needed. Use the mnemonics provided to us during initial training.	My tutor and colleagues on shift.	4 weeks.

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: K.Johns (Learner – electronic signature accepted.)

Date: 05/06/20