

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.

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	Recognition and confirmation of the progress 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:

To develop coping strategies and resilience towards stress; it is foremost important to understand what stress is. Whilst stress has no obvious common medical definition, it has been described in different ways. One way is “the degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable” (Mental Health, 2020). This definition is supported by NHS 2020 who describe stress as “Stress is the body's reaction to feeling threatened or under pressure. It's very common, can be motivating to help us achieve things in our daily life, and can help us meet the demands of home, work and family life”. By using these, a person is able to draw inference on the effects that stress can have. Working in a stressful workplace can greatly impact on productivity and can lead to this person taking time off of work due to work-related stress which can develop into anxiety or depression. Using data from the Health and Safety Executive, 602,000 workers suffered from work-related stress, depression or anxiety in the period of 2018/19 which equated to 12.8 million working days lost for the same time period in Great Britain (Work-related stress, anxiety or depression statistics in Great Britain, 2019). Over recent years, the understanding of work-related stress has developed significantly and workplaces are now developing and implementing changes to limit the exposure there employees have to stress.

Whilst there are different forms of stress, this essay shall prioritise work-related stress.

Using information provided by The 2020 UK workplace stress survey (Perkbox, 2020) 79% of individuals commonly experience work-related stress in the workplace. Work-related stress is any form of stress that has been induced from the working environment and can be caused by long working hours sometimes without sufficient breaks, excessive workloads, changes to the working environment through organisational changes, lack of support with tight deadlines and even from bullying in the workplace. It is important to be able to identify and spot any potential signs that a person may be suffering from stress. As stated by Work related stress - the signs, symptoms and how to get help, 2020; different signs of stress can include “insomnia leading to tiredness, irritability or outbursts of anger, consuming too much caffeine or alcohol, low productivity accompanied by feelings of low achievement, regular absence and a higher sickness rate, being cynical and defensive, finding fault, headaches, backache, weight loss or gain and regular or lingering colds”. Whilst some of these signs are symptoms of other illnesses, it is important to be able to understand that a combination of these symptoms could be caused by the workplace environment and is crucial to identify the reason why a person is suffering from stress. By identifying early signs; it can prevent others from becoming at risk of work-related stress and prevent the person currently suffering from developing anxiety, depression or taking time off work on sick and not able to complete work. If a person was to leave the workplace due to this, the workload on other team members will be greatly increased and thus the pressure that these members will then face could impact on their stress levels and the possibility of taking time off will greatly increase.

Whilst suffering from stress in the workplace is ultimately inevitable due to the current demands and global situation that we are in; it is of vast importance that police officers are able to build up resilience so in times of stress; the officers are able to cope effectively and efficiently so that they are not affected. The more officers that are present on a shift then the greater benefit to the local community as more workloads and calls will be dealt with effectively and there will be a greater police presence in the community as the public will see officers dealing with the local policing issues. This has a great impact on the public trust in the police and they will then be more likely to be cooperative and aid the police in incidents and would also report issues that they may have previously deemed to be not of police importance as they believe the police will be able to deal with the issues.

For the first 6 months of training, it has been a turbulent time to become a police officer due to the current ever changing situation with Coronavirus affecting training on a weekly and sometime daily basis due to new information being provided. This has had a great impact on daily life. People have become stressed as they have gone from normal daily life to being restricted to their own households and limited contact with friends or family. As a result of these pressures from work and with coronavirus, it has been important to develop resilience and develop effective coping mechanisms.

To help analyse my coping mechanism, I shall use the Gibbs Reflective Cycle. As stated by the University of Edinburgh (Gibbs Reflective Cycle, 2020), this cycle allows analyse and feedback and is broken down into six key components. Firstly is a description of the experience followed by feelings and thoughts about the experience. The next stage are the evaluation where all good and bad experiences are discussed and are analysed. The final and most essential stages are the conclusion where what you have learned is discussed

and what elements you would change next time you conduct the same task which allows an action plan to be created to successfully be implemented.

Due to working from home, I have regularly gone out cycling in my local community in Pembrokeshire and am lucky to own exercise machines and free weights so have been able to undertake these in a routine to help combat any stress that has been built up. As there was restrictions on travelling more than 5 miles at the start of lockdown; I had to restrict the cycling on the roads and instead used my indoor exercise bike to comply with these rules.. As someone who loves sport, this for me was the best mechanism for myself to deal with stress. When a person undertakes any form of exercise, endorphins are released into the brain which helps remove pain and creates a feeling of happiness. (6 Reasons Exercise Makes You Happy, 2020). Exercise is a proven efficient way of dealing with stress and anxiety (Physical Activity Reduces Stress | Anxiety and Depression Association of America, ADAA, 2020).

I also play rugby for my local team but we have not been able to train or play games. As a result, we decided to undertake a regular zoom call every Thursday on our normal training night. We would chat and have a drink together and talk through any issues any person was dealing with and this helped relief any stress as I knew that I had people I could talk to who would be able to provide advice. I further enhanced this by having a weekly Friday zoom quiz with all of my friends from school with each of us taking it turns to create a quiz. Each week the quiz would reflect that person's personality and create quizzes with unique rounds. By doing this, it allowed you to forget about the current situation that we was all suffering from and due to the fact that some of us know live at different ends of the country; it was a beneficial way for us all to remain in contact with one another and have a laugh

whilst doing it. This helped relief any stress from the week that I had in work so for the weekend I would have a clear mind set so was able to enjoy the weekend without having to worry about any issues in work and was able to switch off. I found the Friday quiz with the friends from home was a great benefit to me and better than the rugby quiz as we had known each other for about twenty years, we could tell when a person was a bit down just from the way they spoke so was a greater use to us all. We could have a laugh and would lose track of time and the only issue would be the pressure to drink so sometimes you did not want a drink but felt like you needed to so it took a strong mind not to drink.

Using Gibbs reflective cycle, I found exercise to be the best coping mechanism as it allowed me to have mental benefits but also physical benefits as it aided in my new role. However, one issue with exercise was the risk of potential injury. Whilst the risk of injury was low, the severity of a potential injuries could have significantly impacted training and left me unable to participate in physical activities. I have learned the most successful way of dealing with stress is to undertake exercise, however there are some area's that I would like to improve for the future. Firstly, increase the range of exercises that I can undertake to prevent fatigue and tedious taking place as repeating the same exercise everyday can have a negative effect on mental health. Secondly, I would like to keep a diary of what exercise is done so I can set goals to strive towards and motivate myself towards achieving these goals.

Whilst in a stressful working environment, it is highly important that a person is able to deal with stress and build up resilience to prevent having to take time off work due to the draining mental effects. Over the past six months, I have personally developed a range of different mechanisms to help myself cope with the pressures of the job. The main one I plan

to continue is the physical workouts due to the physical benefits that will benefit my new role and the endorphins create a feel good factor for myself.

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:

During my short policing career, it has become apparent that every individual that you deal with on a daily basis cannot be treated with the same level of communication and understanding. During my time, I have dealt with a range of different people who are of young, old, from a different country and speak limited English and mainly people who suffer from mental health issues. Each of these cases are never the exact same and in some cases, people are sometimes in one or more of these categories. As such, each interaction with the community that I work with, I must tailor my policing style and communication into a way that allows them to understand and work efficiently with the police. Some of these people are victims or suspects to serious crimes whilst some are just people in the

community that like to talk and chat with police. For this essay, I shall discuss the confrontation that I had to deal with during a domestic assault between a mother and son and the mental health and learning disabilities that the perpetrator was suffering from.

Whilst we were in the station, a call was made to 999 where a woman could be heard screaming and a male could be heard in the background shouting. The call ended abruptly without anything being said but from the woman's demeanour on the phone, the incident was a grade 1 call and was labelled a possible domestic incident. As myself and my colleague kitted up, our sergeant did some research and found that there had been previous calls from that household and involved a mother who had previously been attacked by her son who was suffering from Asperger's and had suicidal markers on him. As a result of this, we knew that the way we tailored the situation would have to be adapted. As this incident was a domestic incident, South Wales Police policy is that for every domestic body worn footage must capture the whole incident and that both parties need to be separated.

To help understand what the issue could have been, it is uttermost important for officers to know what domestic abuse is. As stated by the South Wales Police website (2020) domestic abuse is "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse; psychological, physical, sexual, financial and emotional"

Part of our policy officers have to follow in domestic incidents is to take positive action at every incident we attend. This works alongside the guidance that the college of policing

issues to officers. They state “The first priority of the police is to make people safe. At domestic abuse incidents it is particularly important that officers take positive action to make the victim and any children safe. This may mean arresting a person suspected of an offence, where the power to arrest exists, or taking other positive steps to ensure safety”. This supports the approach adopted by South Wales Police and as such we needed to make sure that we dealt with the incident in a positive manner whilst making sure our decision at the scene was for the benefit of the victim and safeguarded them. Part of the policy for us to follow is to complete the DASH questions for the victim. This is compulsory at every domestic incident and consists of 28 questions and aims to establish the risk and vulnerability that the victim is suffering from. These are then used and submitted on a Public Protection Notification which allows oversight agencies to view the information and conduct MARAC (Multi Agency Risk Assessment Conference) meetings to help put safeguarding measures into the place for the victim and offer them a range of support measures.

This incident occurred in a small housing estate on a Wednesday evening in the middle of Swansea. A call was reported to the police where a woman could be heard screaming down the phone demanding police attend her address and there was shouting in the background of a male. The call then abruptly ended. As we were kitting up back in the station, our supervisor was doing some background research in order to try and provide us with more details about who the potential people involved could be and if there was any previous history or warning markers. This was of great importance for officer upon arrival as it allowed us to safeguard both the people in the property and officers. Over the last few years, the number of assaults on police and emergency workers has increase fourfold. As stated by the UK Government website (UK.Gov) there was over 30,000 assaults on police

officers in England and Wales (including British Transport Police but excluding Greater Manchester Police) in 2019/2020. Of which:

- 20,269 were crimes of “assault without injury on a constable” recorded across all forces (including the British Transport Police but excluding Greater Manchester Police), an increase of 3.3% compared with 19,615 in the previous year.
- 10,410 crimes of “assault with injury on a constable”¹ recorded across all forces (including British Transport Police), a small increase of 2.3% compared with 10,177 in the previous year. This has been further supported by Francis 2020 who has stated that since the beginning of the National lockdown in March, the Metropolitan Police has seen a 40% increase in assaults against police officers.

On route to the property, our supervisor informed us that the only people who live at the address are a woman and her son who is 29 but suffers with Asperger’s and that there had been previous calls of domestic incidents at the address involving the male assaulting his elderly mother. As such, it was importance that we knew that the situation could be hostile and as it was a dwelling; there are many potential items that could be used to injure or harm other parties. As such, it was important that officers were aware of Betari’s box. Betari’s box (What is the Betari/Betaris Box? | Corporate Coach Group, 2020) is a four way relationship that exists between two individuals. It follows the system of my attitude affects my behaviour which therefore affects your attitude and subsequently affects your behaviour and then links back and effects my attitude. As such, if an officer is agitated upon arrival, this will be demonstrated in their behaviour and the other person’s attitude will then change and become aggressive and this is demonstrated in their behaviour. As such, it was important that I went into this domestic situation with an open attitude and not go into the situation with prejudice and an assumption of what the individuals are going to be like.

On arrival, the mother was stood outside the property shaking and crying and shouting at the police for assistance. The first thing that I did was reassure the aggrieved woman that we are there to help her. It was essential to quickly establish if she had any physical injuries that would require medical attention to allow a prompt response and allow her to receive treatment. In this case, she did not require any attention but it is key to establish as one of the core policing principles is to save life and limb (Core Principles, 2020). This victim stated that she had been attacked by her son because he was intoxicated and she refused to get him anymore alcohol. The aggressor also suffers from Asperger's. To allow us to form a detailed plan of action, every incident an officer attends they use the National Decision Model. As alliterated by the College of Policing (National Decision Model, 2020), this model is instrumental in every aspect of policing from daily incidents to operational planning. There are five stages to the model. The first stage is when information and intelligence is gathered. In this case, this is when we had looked at previous incidents involving the individuals and by speaking to the mother outside who stated the agitated state her son was in and the alcohol he had consumed. This then allowed me to follow onto the next stage of the model which assess the threat and risk involved and develops a working strategy. In this incident, the male was still inside the house and in an intoxicated state. The male was perceived to be angry from the victim's account as she was still visibly shaking from her ordeal. One of the biggest risks was that due to the male being in the property, he would have access to many potential items that could be used as a weapon either against the police or he could use on himself. The chance of him having a weapon was a medium chance but there was a severe risk involved that could be potentially fatal to any party. We would have to enter the property to arrest the male and aim to do this as efficiently as possible without allowing any risk to develop.

To aid in this, we would need to consider the next element of the model which considers our policing powers and policies. We had already achieved one of our policies of separating the two parties involved because it was a domestic situation and I had gone through the DASH questions which are a set of 28 questions asked to victims of domestic abuse so that they can receive outside agency help through MARAC meetings and interventions. These questions are designed for early intervention by outside agencies and risk assess the victim (Abuse and Book, 2020) The victim has disclosed the attack on her as well as mentioning previous abuse she has been a victim to without reporting it. As officers, we had to understand if there was any criminal offences present which in this incident there had been. A crime of common assault had been committed under S39 Criminal Justice Act 1988 as an assault had taken place causing a person to fear more violence and violence had taken place against them. This then gave officers a power of entry as an offence had been committed inside a dwelling, the property door was still open so no forced entry was required and we had the consent of the homeowner to enter the property. This information then allows us to move onto the fourth section of the model which identifies options and contingencies. This allowed us to develop a working strategy and conduct a dynamic risk assessment of the situation. It was agreed that both of us officers should enter the property whilst leaving the front door open as a potential escape route. We also informed our fellow team of our location so that they were aware of the situation we was in. My fellow officer was also Taser-trained so if the situation was hostile, as a last resort; we could rely on the use of this if we had no other options. The main item option we had to our advantage was our use of the de-escalation technique taught to us during officer safety training. This technique is often referred to as the five-step appeal (Conflict management using de-escalation, communication and negotiation, 2020). This then lead onto the final step of the model when we take action and review what happened.

We then entered the property to find the subject was sat on the sofa downstairs and seemed in a calm manner but we was aware that this could have changed in an instant. We went in and spoke to him in a calm manner so that Betari's box could be applied in a calm manner. We then informed the subject that he was going to be arrested on suspicion of a common assault and the necessity for the arrest was to allow a prompt and effective investigation and to protect a vulnerable person. It was at this point the subject became more aggressive as we asked him to get off the sofa. I engaged him using the five step appeal and used the first step and asked him to comply my request which he denied and crossed his arms in defiance. I then used the second step and reasoned with him. I then asked the male that he had been arrested on suspicion of a common assault and it was in his best interest to stand up. This failed and I needed to apply the third step which was a personal appeal. I said his name to reason with him and engage more as a person that a police officer to him and said that he was arrested and the sooner he comes with us, the sooner he would be allowed to go home as that was what he wanted to do and just stay home. I then used the fourth step which is the final appeal. I said to the subject is there anything I can reasonably do to make you co-operate with us and get off the sofa. This gave him one final chance to get off the sofa before we could use reasonable force that was justifiable. This final appeal failed and meant that we would need to resort to the final stage which is action. My colleague and I both went and grabbed hold of one of the subjects arms and lifted him off the sofa and placed his arms behind his back in order to apply handcuffs. The subject tried to resist but we was using reasonable and justifiable force and managed to apply the handcuffs and escorted him outside of the property. We had advised his mother to take a walk for five minutes with her brother so she would not have to see us taking away her son or to allow the situation to escalate and for him to become more aggressive and hostile to either her or officers. The subject was then placed into the van

after initially trying to refuse getting in but soon calmed down and by the time we arrived at custody; he was in a reasoned state and was supportive of police actions.

Whilst the final stage of the National Decision Model is the action stage; it is also the review stage. I have received positive feedback from both my training Sergeant and Inspector for my actions helping a vulnerable victim who declined to provide a statement but the CPS decided to pursue a victimless prosecution using the evidence provided in my statement and the disclosures made on my bodycam. This has encouraged me as I have seen first-hand the positive work that can be achieved through police work. One element that I would like to improve on however is my handling of the male sat on the sofa. Next time, I will ask him to engage with me and get off the sofa before I arrest as it made it more challenging and allowed the confrontation to begin. By doing this, it shall limit the chance of confrontation and the potential risks developing.

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:

the role that the criminal justice system played and how one of the core ethics of the police; valuing difference and inclusion, greatly impacted on the incident in question. As stated by the Lancashire Police Constabulary (Lancashire Constabulary - Valuing Difference & Inclusion blog, 2020) “valuing difference within policing is important as the organisations benefit from different perspectives and being different is a good thing. Inclusion is the behaviour that embraces difference and diversity” it is vitally important that every police force abides by the vision to improve diversity and inclusion. A police force should be a representative organisation of the area in which it policies and should be made up of varying cultures within the organisation. As such, it is great importance that each individual officer is aware and respectful of the differing cultures and sub-groups within its own community.

It is of uttermost importance that a person understands the varying amount of legislation that Parliament have implemented over the years to help combat previous stigma's in relation to different characteristics that an individual can show. Some of this legislation includes the Equal Pay Act 1970 which prohibited any less favourable treatment between men and women in terms of pay and conditions of employment and was inspired by the Equal Pay Act of 1963 introduced in the United States. Another example of legislation would be the Sex Discrimination Act 1975 and 1986. This made it unlawful for an individual to be discriminated against in the workplace in relation to selection for a job, training, promotion, work practices, dismissal or any other disadvantage such as sexual harassment because of their sex or marital status (Sex Discrimination Act | WorkSmart: The career coach that works for everyone, 2020). Another piece of legislation that further aides in the Government's strive for equality is the Race Relations Act of 1976. This act made it "unlawful to discriminate on grounds of race, colour, nationality (including citizenship), and national or ethnic origin. The Act covers employment, education, training, housing, and the provision of goods, facilities and services" (Assessing the mental health needs of older people - Equal opportunities, 2020). These acts were introduced to help reduce discrimination and unconscious bias from taking place from the workplace to everyday situation. However, whereas these acts did subsequently have a positive impact on the groups of people who they targeted; it was justly not efficient enough and discrimination and constructional racism was still taking place; often without people realising. As a result of this, some new legislation was introduced in the early 21st Century.

The first piece of legislation was the Employment Equality (Religion or Belief) Regulations 2003 which was created to prevent discrimination in employment or training based on the grounds of a person's religion or belief (Cottell, 2003). This was also followed by the

Employment Equality (Sexual Orientation) Regulations 2003 which prevent a person in employment being discriminated against because of their sexual orientation Sexual orientation employment equality regulations | Current Staff | University of St Andrews, n.d.). The final piece of legislation was the Equality Act (Sexual Orientation) Regulations 2007. These regulations make it “unlawful to discriminate on the grounds of sexual orientation in the provision of goods, facilities and services, education, disposal and management of premises and exercise of public function” (The Equality Act (Sexual Orientation) Regulations 2007, 2020). These acts including the previously mentioned above were not sufficient in tackling the rising issue of equality in the United Kingdom and as such, two previous acts; the Equality Act 2006 and Employment Equality (age) Regulations 2006 were amended and a new act was created. This act is the Equality Act 2010.

This new act recognises 9 different ‘protected’ characteristics which it recognises people may suffer from and can be disadvantaged from. This new act covers the same groups of people as previous existing legislation which help to protect every individual person in the country. The reason for the introduction of this new act was to establish one general act that covers all the previous legislations. By having it all updated into one new act, it allowed greater understanding of the varying ways in which people can be discriminated against and to help prevent bias from taking place. The new legislation protects people in the workplace, using public services and education, using different businesses and organisations, when using transport, when joining a club or association or when having contact with public bodies including local council or government departments. (Your rights under the Equality Act 2010 | Equality and Human Rights Commission, 2020) These characteristics are age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and gender reassignment. The aim of these

characteristics is to help prevent and protect individuals from within these groups from suffering either discrimination, prejudice or bias.

According to the Human Rights Commission 2020, people can suffer from four different types of discrimination. The first type is direct discrimination. The Human Rights Commission 2020 states that direct discrimination “means treating one person worse than another person because of a protected characteristic”. This is supported by Citizens Advice 2020 which further says “direct discrimination is when you’re treated differently and worse than someone else for certain reasons. The Equality Act says you’ve been treated less favourably”. The second type of discrimination I shall discuss is indirect discrimination. By studying Citizens Advice 2020, it suggests that “This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one.” It implies that this form of discrimination is not directed at a person but the actions subsequently have a negative effect and indirectly effect a person from one of the protected characteristics. To aid in the understanding of this form of discrimination, the following is taken from the Equality Act 2010 (Equality Act 2010, 2010).

“S19 - Indirect discrimination

1. A person (A) discriminates against another (B) if A applies to B a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of B's.
2. For the purposes of subsection (1), a provision, criterion or practice is discriminatory in relation to a relevant protected characteristic of B's if—
 - a) A applies, or would apply, it to persons with whom B does not share the characteristic,

- b) it puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it,
- c) it puts, or would put, B at that disadvantage, and
- d) A cannot show it to be a proportionate means of achieving a legitimate aim.

This piece of legislation further allows understanding of what indirect discrimination is. This form of discrimination was a major issue in the past before it was a highlighted issues. Different companies, the police included would make requirements for jobs which would discriminate against a particular group of people. For example, to join the dog section in the police, an officer would have to be able to lift a dog over there head which many females struggled with due to the nature of their bodies. Since the Equality Act 2010 was introduced, this area has been highlighted and adjustments have been made to prevent this form of discrimination.

The other two forms of discrimination are harassment and victimisation. Harassment according to Citizens Advice 2020 is “This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment”. This is further supported by the Equality and Human Rights Commission, 2020 which states “Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of either violating a student’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the student”. Finally, according to Citizens advice 2020, victimisation is “means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For

example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence”.

For this essay, I shall discuss a victim of an incident I dealt with where the person has been racially attacked due to their perceived religious background which is one of the protected characteristics I have just discussed. This person in this incident had then been harassed due to their perceived religious background. Hate crime has become a more prominent issue in recent years.

Since the 2016 Brexit vote, there has been a dramatic surge in hate crimes being reported to the police. In our local force area South Wales Police said there were 879 incidents in 2013-14, rising to 1,102 in 2014-15, 1,232 in 2015-16 and 1,244 in 2017-18 (Brexit 'major influence' in racism and hate crime rise, 2019). As reported in 2019 by The Guardian (Quinn, 2019), there were 103,379 hate crimes offences recorded by police last year, the majority of which (76%) were race related. More than half, (54%) of the hate crimes recorded by the police were for public order offences, a third (36%) involved violence, while 5% were recorded as criminal damage and arson. Whilst it is important to understand the significant rise in hate crimes, it is also fundamentally important to understand what a hate crime is in order to offer help and support to the victim.

A hate crime is described by the Crown Prosecution Service as “a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity” Many people do not report hate crime. This is one of the few categories of criminal activity where the police are actively seeking to increase the crime recording rate in order to reduce the gap between the actual incidence of hate crime and those that are recorded and treated as

such. Confidence in the police is likely to be lower in communities which are often targeted by hate crime and it is important that reporting barriers are overcome. When hate crimes occur, the police want victims to have the confidence and opportunity to report them (College of Policing, 2014). As such, this further emphasises the importance that a police officer should understand the significant impact a hate crime can have on an individual.

In this case I have dealt with, a man had been harassed for his perceived religious background. This victim was made to feel degraded and victimised by the aggressor. This made the victim feel isolated in his own society and a fear of mistrust and bewilderment at his treatment as they had lived in their local community for all of their life. Not only has this person been made to feel isolate from the rest of the community, but the members of the religious group he was to be perceived to be from have also felt indirectly victimised. These group members now feel targeted and the trust in the community have been driven to an all-time low. As a result, it has been important that these group members have also been identified as being vulnerable and all methods to improve the trust in the police have been done. The investigation would need to minimise the risk to these group members and allow the victim to be safe-guarded and supported. With the current coronavirus restrictions, the victim was starting to feel isolate and bound just to their house as it was easier for them to say they were staying inside because of the virus than to face becoming embarrassed in public again. As the victim was targeted whilst in a public space, it made the victim feel more degraded as members of the public were able to witness and none of them was able to prevent the incident from happening. As such, the victim felt more isolated from his local community. I have provided the victim with various different support networks but they have used one in particular to help them. This one is Stop Hate UK. This is an organisation that offers support to victims of hate crimes and provides them with advice and a voice to talk to

about the problems they have faced (Stop Hate UK | Whatever they call you, call us, 2020). With the help support from this organisation, the victim was able to feel less-isolated.

The offence that the aggressor is currently being charged for is S18 Public Order Act 1986. This is when a person uses words or behaviour or displays written material in order to racially degrade another person. As stated by this act, A person who uses threatening, abusive or insulting words or behaviour, or displays any written material which is threatening, abusive or insulting, is guilty of an offence if either he intends thereby to stir up racial hatred, or having regard to all the circumstances racial hatred is likely to be stirred up thereby (Public Order Act 1986, 2020). Whilst this offence carries a maximum punishment of 7 years imprisonment, it has been traditionally hard for to achieve a prosecution. In the period 2008 – 2018 there were around 80 offenders sentenced (New sentencing guidelines for public order offences published, 2019). As a result of this, it has been highlighted to the victim the history of the success of a prosecution. Due to receiving help form ourselves and from Stop Hate, the victim is supportive of the police prosecution and understands the risks involved. We have worked to improve his confidence to go out in the community and have allowed him to form new connections. The victim now regularly attends different social activities online with the coronavirus restrictions in place but no longer feels isolated to their house.

Whilst the victim of this attack has received support and now feels valued, the religious group that he was perceived to be is also a victim that needs to be considered. This group feels secondary victimisation as they have been told of the degrading words that the aggressor has used. As a result, it has been important to engage in and keep the public trust of the police. I have arrange with the neighbourhood policing team and the PCSO for

the area to regularly meet with the leader of the religious group to discuss any issues and to offer support to them. The leader has improved his confidence with the police and has arranged to have regular meetings with different parts of the community to allow education of the traditions of that culture to be understood by members. The police shall also be helping during the education phase by meeting with schools to work towards becoming more multicultural.

As we as a nation are becoming more multicultural, it is of vast importance that the police adapt to every changing society in which we police. The police need to understand the different communities that they police and work with each one to discuss their needs and requirements from the police. It has also been important that any notice of any hate crime or degrading treatment towards any of the protected characteristics is swiftly identified to help eradicate from society. It is going to take a multi-agency approach by working with different community leaders, schools and organisations to help improve the local areas and reduce any form of hate crime that might take place. Education is the best way in order to achieve this goal and has been identified as a key tool that these multiagency groups can use.

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:

A key component of modern policing are the decision making that needs to be undertaken on a daily basis. Every action the police make has subsequent consequences for every person involved. The police are dealing with both victims, witnesses and suspects and as such the needs and requirements for each person will need to be different. Every person will need to be treated with respect but may also require different needs. The police need to be able to identify quickly the issues and needs of each person before working to treat them and provide them with the level of care they need. Problem solving has become just as important as such with the police often having to make a decision on their feet with the consequence of the decisions being potentially life-changing for those involved. As such, it is crucial to correctly make the right decision and obtain all the information before making a decision.

Every incident in which the police are required the use of decision making and problem solving. As such, a model has been created in which to follow. This is the National Decision Model (NDM). As stated by the College of Policing 2013, the NDM can be used for spontaneous incidents or planned operations. It can be used by either by an individual or team of people for both operational and non-operational situations. Prior to the NDM, the police used the old conflict management model. This however was determined by the Association of Chief Police Officers, ACPO, decided that the Conflict Management Model, though effective, needed updating and renaming so that it would be used for making a wider variety of decisions. ACPO decided it would be more beneficial to develop a framework that could be used for all purposes. (National Decision Model explained, n.d.) By updating the model, it allowed the decision making to be used for every incident that the police may deal with and as such would reduce confusion and allow just one simpler model to be used.

The NDM is made up of six different components. The core component of the model is the police code of ethics. These 9 core principles originate from the original policing principles developed when the first police force was created. In 1829, Sir Robert Peel created the first police force by creating the Metropolitan Police. Sir Peel created 9 different principles that the police should follow (Sir Robert Peel's Principles of Law Enforcement 1829, n.d.). Over the years, these 9 principles have been updated to better reflect on the current policing climate and communities that are policed. These principles are accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness. (A Code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales, 2014)"The Code of Ethics is about self-awareness, ensuring that everyone in policing feels able to always do the right thing and is confident to

challenge colleagues irrespective of their rank, role or position” (Code of Ethics | College of Policing, 2020). This statement by the College of Policing further empathises the importance that every member of the police force regardless of rank or position follows these core principles; otherwise “if the public don’t have the confidence to trust the police to be fair, acting ethically and in their best interests, they are less likely to assist the police in upholding the law”

To help explain the process of the NDM, I shall be referring to an incident that I have personally been involved with and shall use it to explain my actions. During this incident, I was called to reports of a suspicious male who was seen wandering on a high street late at night and he was intoxicated.

This has led on to the first component of the NDM. This first part of the model is the gathering information and intelligence stage. The aim of this stage is to firstly identify what is happening and how many people are involved. As the College of Policing 2014 states, I need to assess what information I have received and what further information do I want. During this case, I requested for further information as no description of the male was initially passed. Without a description, I may have not been able to locate the person in question and as such, not dealt with them promptly and effectively. Without the description, if a crime had been committed then the golden hour opportunity may have been missed. The Golden Hour principle is the time frame immediately after an offence has taken place where the greatest amount of evidence can be gathered (Undertaking an investigation – Gathering evidence, n.d.). This is supported by “Positive action in the period immediately following the report of a crime minimises the *attrition of material* and *maximises the chance of securing the material that will be admissible in court*”

(Core investigative Doctrine 2005). Before arrival to the scene, a description of the male was passed so that he could be identified.

The next stage of the NDM is the assessment stage. At this stage, I need to assess the threats that the situation poses and any potential risks. I firstly need to ask do I need to take immediate action. As I have arrived at the scene, I can see a male who is unsteady on his feet attempting to walk down the road. On the call it stated that it looked as if the male was attempting to look into car windows but I could visually assess at the time of arrival that this was not taking place. Due to the unsteadiness on his feet and slurred speech that I could just make out, I assessed that the male in question was intoxicated. This then altered my assessment of the situation. Due to the fact that this was happening on a busy main road, I would need to strongly consider the safety of the male as he was unsteady on his feet. The potential threat was substantial and I needed to try and get the male to move further away from the cars onto the pavement. I also needed to consider if the male had any injuries or other problems that would require further assistance from other outside agencies. From where I was standing, I was able to assess that the male did not have any injuries so that in the situation I was the appropriate person to deal with the situation at hand.

However, at this moment of time the identity of the male was still unknown. As such, I could not determine the level of risk that was being imposed to both myself and my colleague. It became precedent that as early as possible to get more information to identify who the male could be. Over recent years, the number of police officers being assaulted has increased fourfold. "A survey for the

National Police Chiefs Council (NPCC) covering the year to 21 March 2019 found that officers were assaulted and injured 10,409 times, up 26% on the previous year. There were another 20,476 assaults without injury, up 13% on the previous year” (Dodd, 2020). This is further enhanced on a local scale with South Wales Police reporting 737 knife offences in the force area for the year 2019 (Hartley, 2019). As such, it was vitally important to then identify the male whilst also using my personal safety training and maintaining a safe distance from him without being too far to prevent himself becoming a threat to anybody else who may be around.

Due to the unknown nature of risks involved, I would be require to undertake a dynamic risk assessment. Dynamic risk assessment is the practice of mentally observing, assessing and analysing an environment while we work, to identify and remove risk. The process allows individuals to identify a hazard on the spot and make quick decisions in regards to their own safety (Billington, 2020). Due to the nature of policing, it is a frequent practice for officers in the line of duty to undertake dynamic risk assessment. The reason for this is due to the unpredictable nature of the role. Every incident will involve another person who is unpredictable. As such, it is not possible to fully predict the risks and an ever-changing risk assessment is then undertaken. The dynamic risk assessment allows a person to read another’s attitude and behaviour. Using Betari’s box, my attitude would affect my behaviour which would subsequently would affect your behaviour and this your behaviour and this then affect my attitude in a constant cycle (What is the Betari/Betaris Box? | Corporate Coach Group, 2020). By using this, I would have to appraoch this male in the situation in an open manner as such as not to affect their behaviour but also be considerate and apply the dynamic risk assessment.

The next stage of the NDM that I would need to follow is the stage where I need to consider my powers and policies. For this, I would need to ask what police powers I have in the situation and is there any national guidelines that I have covered which apply for this situation. Given the information I have received, there was no indication that this male was committing any criminal offences at this time even though they had been seen loitering around the vehicles. From the details and descriptions provided by the reporting person, there had been no mention of any potential weapons or items being used to try and enter any of the vehicles. As such, there would not be reasonable grounds to search the male for any items for an evidence of an offence or for possession of a weapon. Due to the previous mention of their appeared drunken behaviour and the recent increase in knife crimes, I decided that whilst I did not have a power to search this male; I should maintain by officer safety training protocol of keeping a distance from there and arranged for my partner and I to stand in the 10 to 2 position. With this position, it allows us to witness what the male could have potentially had in their back pockets and we would have a full view of the male.

It is also vitally important to understand what the key role of the police was. The main responsibility for the police is to protect life and limb (Police and Criminal Evidence Act 1974). The police have the power to enter properties to execute this power if they believe that someone's life is at risk. In this situation, it was seen that this male who appeared intoxicated was in a vulnerable state and as such, was vitally crucial to protect them. Whilst it had been reported to us that the male was intoxicated, a common misunderstanding is that the person in question could have been suffering from a diabetic episode.

Hypoglycemia is when low blood sugar can make a person slur his or her speech, walk oddly or seem incoherent. High blood sugars can lead to aggression or odd behaviour. (Hypoglycemia and "Insulin Shock", 2020). Due to the recent understanding of this over

recent years, it was important to identify if the male was potentially suffering from this and if so, then I would not be best suited to deal with the situation and that an ambulance would be called. However, as we arrived and saw the male, I could smell alcohol on their breath and as such was able to conclude that they had been drinking. I also made it crucial that after asking them for their name, I found out if they had been drinking which they had been. As such, this changed my dynamic risk assessment as I was able to determine that an immediate medical emergency was not imminent and I was the best suited person to deal with the situation.

This then lead on to the next stage of the NDM where I needed to identify my options and contingencies. This involved me using all the information that I had assessed and using it to identify my options I have at hand in order to deal with the situation. I would also need to prepare some contingencies in case the options were not viable or the situation changed and thus affecting the dynamic risk assessment. I would also need to make sure that the action that was decided upon was in the public interest in order to maintain public trust and confidence. I would not be able to leave this male alone as he was in a vulnerable state and there was no criminal action had taken place. It was clear to see that the male had become intoxicated and was attempting to walk home as they did not have any money for a taxi. As they were unsteady on their feet, they appeared to be using the cars as a way to keep their balance to prevent them from falling over and causing an injury. As such; other individuals who was witnessing the male would deem him to be looking into cars and acting suspicious when this was not the case. Due to the time of night and the vulnerability of the male; it was decided that it was his best interest and our best interest if we were to convey him back to his home address. Whilst this might not always be viable, but to the distance to his house and the vulnerability and busy main road; then the safest option for the male was for us to

take him home. This was reasonable in the circumstance and from the male's demeanour; it would be unsafe to leave him and would be unethical. I also warned the control room of the situation and provided them with updates so that they were aware of our location and if we needed further assistance, they would easily be able to locate us. This then lead on to the final stage.

The final stage of the NDM is to take action and review what happened. The reflection stage of the cycle can be determined to be the most crucial part as you are able to identify what went well and how to improve for next time. During this instance, whilst it was good to identify early the vulnerability and the action that we would take; there was room for improvements. Firstly, I should have called the reporting person whilst on route to the scene to get any further information. I should have asked for the precise location of the male whilst on route to locate him effectively and efficiently as to prevent him to less exposure of wondering around. I could have also asked the reporting person for any details they might have and as to why they deemed the male to be acting suspicious. Finally, whilst it was essential to identify the male was not suffering from a diabetic episode; I should have informed the control room to contact an ambulance so they would have been on standby. I should have asked if there was any CCTV cameras in the area who had observed the male and who could currently watch him whilst we was dealing with him. They would have been able to provide us with updates in relation to any potential traffic and threats that might be around the area.

Whilst it was essential to deal with the situation at hand, it is just as important to also reflect on the situation from start to finish. By reflecting, it allows me to improve and become a more confident police officer. Whilst no police officer will always been perfect; by reflecting and analysing your own performance; it allows for you to create an action plan in order to

improve. You can set targets to achieve and a timeframe to make them realistic. As such; every incident that an officer deals with should allow time for reflection and a debrief of the incident to be undertaken to learn the best outcome that might be available in the scenario. Every scenario will be slightly different and as such, the outcome from two similar events may not have the same solution.

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 500 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
Improving awareness of outside agencies who may be better suited to deal with victims. Identify early the needs of the victim and provide them with opportunities to speak with other agencies.	I will speak with other agencies to gain a better understanding of their roles in helping with victims. I can then provide the victim with contact numbers so that they can contact them and receive extra help. I shall carry a leaflet with	I shall research and speak with my sergeant and NPT within the station who will know what agencies are available.	I shall aim to have researched this by the end of December 2020.

	all numbers on to hand to victims.		
Improved confidence and empathy when dealing with family members at a sudden death.	Improve my confidence and offer more support to the family members as they are dealing with the shock of the situation. Offer them support and explain the role I will play there.	My colleagues and sergeant can provide me with confidence and experiences that they have had and I can learn from that to overcome any potential issues	Due to the nature of this development, I shall look to improve this quickly and offer my support at the next sudden death that I attend.
I shall look to improve my witness statement taking. I shall look to improve the detail that is included in my statements as to prevent there being any potential areas of weakness in the statement and to	I shall refer back to my training and use ADVOKATE and the ABC of description to provide further details and descriptions to use in statements. This would allow more detailed information to be	I shall refer back to my notes and lessons provided by my police trainers and the information provided on MOODLE. I shall ask fellow officers if they can provide me examples of statements they have made so I can	I aim to have this improved by the end of January 2021 in preparation for my month's placement in the Hub.

make sure that every element is covered.	passed on the statement and allow for better identification to take place and details of every event.	compare and contrast the difference in details.	
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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 continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: G L HARRIES (Learner, Electronic signature or type name)

Date: 28/11/20