



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

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this 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 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
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:

Using Gibb's Model of Reflection (Gibbs, 1988) I aim to explore the three coping strategies I used to develop my personal resilience while minimising stress through my initial 6 months of training as a Police Constable. The three methods of coping strategies I used was mindfulness meditation, yoga and helping others. I will compare and contrast these three coping strategies by reflecting on the description, feelings, evaluation and analysis of the effectiveness of these strategies and the benefits they offered me.

Mindfulness meditation has been widely accepted as a technique for stress reduction as evidenced by Astin (1997) subjects completing a 8 week mindfulness meditation based programme found an increased sense of control of their lives, higher changes of positive spiritual experiences and a decreased in poor psychological symptomology. Astin (1997) therefore concluded that increased participation in mindfulness meditation presented a powerful cognitive coping strategy responding to life events allowing participants to cope better with stress. These findings have been further evidenced by Grupe et al. (2021) who found an 8 week mindfulness training programme had positive health outcomes and reduced PTSD symptoms in police officers working in a response based roles.

Ott (2004) found a daily practice of mindfulness mediation promotes the development of stability, inner calmness and a reduced reactivity in the mind. Mindfulness meditation has been an essential part of my daily routine for over 6 years allowing me to feel in control of my emotions including anxiety, stress and worries and as a result manage how I respond to high stress or uncomfortable situations.

I have managed my mental health by using mindfulness meditation daily for over 6 years. Previously before starting my training as a police constable I would meditate with no particular structure or routine however when I started training and first experienced high stress class room work including exam pressures and demanding practical scenarios I noticed I would wake up with worrying thoughts about the work day ahead. As a result, I started to wake up earlier at 5am and consistently practice mindfulness mediation first thing in order to create a consistent routine.

When I started to consistently meditate, I noticed my worrying thoughts decrease and I would wake up in the morning feeling more energised. I didn't experience the 'dread' feeling and woke up excited for the workday ahead. Stecher et al (2021) highlighted the importance of anchoring meditation into an individual's morning routine for positive results.

On the other hand, however my new meditation routine meant I needed to get up earlier in the morning minimising my sleep to around 6 hours a night on average. Researchers Rodgers et al (2016) found sleep deficits affected stress levels of students and highlighted the importance for prioritising sleep during a student's academic year. As a result of less sleep some days I suffered with fatigue during work hours. I analysed the benefit the meditation was providing me with and determined despite tiredness it was a benefit to my coping strategies both inside and outside of work and decided to continue practicing it consistently every morning. Furthermore, once I had started meditation in my daily morning routine despite the decreased time sleeping I felt the quality of my sleep was enhanced and deeper. Nagendra et al (2012) support this notion and their found meditation had a regulatory role on sleep and consciousness.

Much of the Police constable initial training was classroom based as a result I would often leave training having done little physical movement through the day. This would leave me feeling tense and as a result I decided I needed to implement a structured routine of physical exercise into my week. Hamer et al (2012) support this idea as they found positive effects of physical exercise on mental health, mood and the reduction of stress.

I decided to start a yoga practice every evening when I got home from training, this structure of a physical routine allowed me to release tension from sitting in training every day and would make me feel more energised that when I returned home from work. I did struggle to feel motivated to exercise on occasions and tried to remind myself of the benefits I had experienced of maintaining a consistent exercise routine. I practiced a range of yoga styles including Vinyasa flow, Hatha and Yin yoga. Villate (2015) found students particularly enjoyed Yin Yoga as a more relaxing style of movement and results showed empowerment and connection from practicing it daily. My personal preference of yoga is Vinyasa Flow which offers a more physical type of movement.

I did consider other forms of exercise including going to the gym and attending exercise classes however I felt yoga at home was more appropriate as I followed free videos online that I could do at any time. This meant I did not have any further cost outgoings and I did not need to follow a strict time schedule. This allowed my exercise experience to be as relaxing as possible. Brems (2015) found students and academic staff who participated in a 10 week yoga programme reported decreased stress symptoms and increased positive mood. I began to notice these benefits during the first week of my yoga practice and noticed elevated mood with the combination of mindfulness meditation with yoga allowing me to have a spiritual practice both before and after work. Pascoe et al (2017) conducted a meta-analysis comparing both yoga and mindfulness in order to reduce stress and found yoga and mindfulness reduced cortisol, systolic blood pressure, heart rate and heart rate variability all factors which Hutchinson et al (2017) found were physiological markers for stress. This data shows both Yoga and Mindfulness are correlated with a reduction of stress. Research by Blom et al (2013) however that analysed the impact both mindfulness meditation and yoga on stress reduction found no clinical physiological stress marker reduction. Overall, I felt a personal benefit while including both factors so continued the routine throughout training.

Another way I coped with stress was helping other colleagues also known as altruism. Interestingly a historic study by Lester et al (1982) found the main reason why people became police officers was to help others. This was further supported by Seklecki et al (2007) who researched female police officers and found the desire to help others was a prominent reason for selecting the police officer role as a career. I was surprised by the positive effects when I engaged with my team in training who were also experiencing stress, I became calmer and more focused and adopted a problem-solving mindset. This seemed to surprisingly have the most significant effect on my wellbeing allowed me to de stress and look at the problems we were facing on a neutral and removed perspective proved to allow me to become neutral to our adverse experiences and as a result build resilience. Research supports this as Inagaki (2015) found helping others reduced sympathetic related responses to stress effectively causing a reduction in stress likely due to a broad social support system formed from helping others and in return being helped by others.

During training I became known to my team as helpful and somebody others were able to talk to in confidence. As a result, I often found my colleagues offloading their stress around work to me. It was interesting to hear common themes amongst the team in regard to stress. Particularly the impact of the exams and affects revision was having on people's personal lives. It was comforting to hear other perspectives and I noted how I could relate to them. It could become draining on times if I felt particularly fatigued when colleagues came to me for advice, but I would often feel better after helping others and seeing them feel better after speaking to me gave me confidence.

I was conscious however on the overload I started to experience by the amount of people seeking my emotional support and the impact this was having on my own stress and emotions. Bruce et al (2009) noted the boundary between helping others and eventually experience personal burnout is significant. I was conscious of this and particularly experienced this leading up to exams and around busy times in my personal life such as before Christmas annual leave. I enforced boundaries with my colleagues by ensuring our training was a priority and personal and emotional support was dealt with during down times in training such as break time.

Leaving training and starting my role as a response police officer has allowed me to solidify the coping strategies of mindfulness meditation, yoga and helping others. I was surprised by the good feeling I associated in particular with helping others and have experienced this on a daily basis on my response shift. I appreciate the positive effect my Police force has on the local community often without them even being aware of the work we do. I still make efforts to practice yoga every day and mindfulness meditation has been a constant in my morning routine. This has been a conscious effort I have made to maintain my healthy routine around working a shift pattern.

Word Count: 1523

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 tutorship period I have experienced incidents dealing with conflict where I have played a significant role and used relevant conflict management techniques in an appropriate manner. In this response I aim to use Gibb's reflection model (1988) to explore and reflect on the way I handled an incident, maintained rational thinking and actions during an 'amygdala hijack' (Goleman, 1996) experience and how I have since identified what I can learn from this incident in future.

During a shift in my initial tutorship period on response I had received information that a male was requiring medical attention from the ambulance at his home address. At this time considering the National Decision Model (NDM) and I firstly attempted to gather information and intelligence (College of Policing, 2013). The male was believed to be under the influence of strong substances and the male was resistant and aggressive to the ambulance staff. On way to the incident, I checked my mobile device for further information and intelligence available and noted the male was known to the police for being aggressive and had previously assaulted police officers. There was further information that the address we were going to had intelligence relating to the use of illegal substances. I was aware of conflict management skills (College of Policing, 2022) set out firstly to assess threat and risk.

Upon arriving at the incident, I attempted to use the NDM to "assess threat and risk and develop a working strategy" (College of Policing, 2013). I noted the address we were attending was a fifth floor flat that had an outer open balcony leading to the property. I noted this as a threat should the male become physically resistant. I observed there were stairs leading up to the fifth floor and a small lift. I considered options on the best exit route and determined as a conflict management working strategy that the lift would be the safest and

most appropriate option. On the fifth floor 5 ambulance staff were standing outside the property. They gave us information on the male's medical history and told us he would need to be admitted to hospital due to the number of substances he had taken or there could be a risk to his life.

At this time, I was considering the Human Rights Act Article 2 – right to life. I noted his right to life to be protected by law. As I approached the door, I used the NDM to consider my “powers and policies” and decided my power of entry without permission from the occupant or owner to be S17 of the Police and Criminal Evidence Act 1984 with the intention to enter to save life or limb. (College of Policing, 2013), (Legislation.Gov, 2020).

I approached the front door of the address. I knocked the door and shouted ‘POLICE, OPEN THE DOOR’. A female answered from inside the property. I told her we would need to come in to see the male. The female was upset and let us and ambulance staff into the property. In the living room of the address a male lay unconscious on the settee. His skin looked a grey/ white colour, and he was sat with his head back against the wall. Ambulance staff treated the male and noted that he was becoming extremely ill. The female in the property who was partners with the male told me “HE’LL KICK OFF NOW IF HE WAKES UP AND YOU ARE HERE”. Considering the theory of Betari’s Box I was conscious of my own attitude at that time and as a result my own behaviour and how that could come across to the male when he regained consciousness and how that could heighten or affect his attitude or behaviour (MindTools, 2020).

The ambulance staff then told us he had previously been equally as aggressive when they had arrived, and the male was conscious. On this basis I decided to handcuff the male's hands to his front to prevent himself and others from injury should he wake up and become aggressive as suggested. I deemed it necessary to use appropriate force using the power under Common Law as force to save life based on the information provided by the paramedic staff that without hospital treatment there was an honest held belief there was a risk to his life.

It was decided by ambulance staff that the male would need to go to the hospital as soon as possible. He was still heavily unconscious and unresponsive to officers and ambulance staff; I assisted the ambulance staff lifting the male into a wheelchair. I used the NDM to “identify options and contingencies” (College of Policing, 2013). The male suddenly opened his eyes and tensed his body. He shouted at officers to get off him and leave him alone. I told the man we needed to take him to hospital on for his own wellbeing. I spoke to him in a loud clear manner and told him simple statements like “WE ARE GOING TO MOVE YOU NOW”, “WE ARE MOVING YOU TO THE AMBULANCE”. The male did not seem to perceive what I was telling him. Based on the Conflict Management Model I considered the male to be passively resistant at this time as lowered himself to the ground and became ‘dead weight’ (Centrex, 2005). I stated clearly to the male we needed to take him to hospital for his own safety.

Still considering the NDM I “took action”. Another officer and I lifted the male and walked him towards the staircase. I considered the option of walking the male down the stairs which were steep and stone. Alternatively, the lift was small and could hold myself, another officer, and the male. I decided for the safety of all involved the lift was the safer of the two options. I vocalised this to the other officer and told ambulance staff to meet us at the ground floor. We entered the lift with the male. I held his left arm as the other officer held his right arm. As the lift doors closed, he attempted to kick out and struggle out of our grip. I now considered the male to be aggressively resistant. I pushed the male away from the centre of the lift towards the back corner to restrain him effectively. The other officer and I held the male towards the rear of the lift until we reached the bottom floor, and the ambulance staff entered the lift to assist us. I again used the NDM to review what happened and reworked the model to decide on our next steps to get the male safely into the ambulance.

We then proceeded to escort the male out of the front door of the building and into the back of the ambulance. The male remained tense as we escorted him and was passively resistant. He shouted to me “LET ME GO. I’LL GET YOU”. I advised him in a clear manner to calm down. I was conscious he was in an incoherent state and could be suffering from confusion from his substance intake. I repeated to the male information about why we were taking him to the hospital and that we were considering his wellbeing as a priority. I decided to ask the male simple closed questions like “ARE YOU IN PAIN?”. This was due to the fact he was suffering from a medical episode, and I could not establish his capacity to understand me. I used closed questions as they are most efficient in quickly ascertaining as much information as possible in a concise manner (Jaqueline, 2016).

At this time, I decided to attempt to reason with the resisting male and use the five-step communication model. Firstly I completed a simple appeal "WILL YOU GET INTO THE AMBULANCE PLEASE?". The male did not acknowledge my request, so I attempted the reasoned appeal "THEY ARE HERE TO HELP YOU AND MAKE YOU FEEL BETTER". The male again did not acknowledge me. I then offered a personal appeal "YOUR PARTNER IS WORRIED FOR YOUR HEALTH." The male offered me an incoherent response. I then offered the male a final appeal "IS THERE ANYTHING YOU NEED BEFORE WE GO IN THE AMBULANCE?" The male did not respond to my question. At this time, I enforced step 5 and took action and began to use force to escort the male by the arm into the ambulance (Science Toolkit, 2019).

As we assisted the male into the back of the ambulance, he turned towards me and tensed his arms. I sensed a change in his demeanour to become more aggressive. He stood front on towards me and leant his head forward attempting to touch his forehead with mine. I attempted to step around the side of him as I was conscious, I was in a dangerous position being front on however the bed in the back of the ambulance prevented me from being able to move sideways. At this time, I stepped back away from the male in a bladed stance and pushed away from him with my arms up into a ready stance. At this time the male kicked out towards me and narrowly avoided kicking my leg. At this time I identified my options and contingencies and thought of alternative tactical options available to me such as use of my other appointments to gain compliance such as PAVA spray (College of Policing, 2022). The ambulance staff behind him restrained him onto the bed and I stepped forward again to assist them. Upon reflecting on this incident in future I would assess small places where there is potential for conflict readily before entering. I assessed the lift before entering and without obstruction I found this a manageable environment. However, upon entering the ambulance I had not considered potential obstructions such as medical machinery and the bed/trolley. As a result, this left me in the wrong position with the aggressive male and this elevated my risk and left me exposed to resistance and aggression from the male which I experienced.

At this time, I noticed my heart beating faster and I had a number of thoughts quickly race through my mind, it made me feel uncomfortable. This was my first experience of physically resistant conflict, and I felt a high awareness of my surroundings. I recognised this as being my body's parasympathetic response or 'fight or flight'. I tried to take a deep breath to recognise the thoughts I was experiencing as non-rational. I could not rationalise the thoughts I was having, and I felt an impulsive urge to push the male back. I took a deep breath and tried to regain my bearings. I decided the need to self-regulate by relaying the facts back to myself regarding the incidents as research has highlighted the importance of taking charge of an incident to regulate both psychological and physiological feedback to an impulsive incident (Vohs, Baumeister and Ciarocco, 2005). I relayed the facts to myself regarding the incident. I slowly approached the male conscious he could kick out again. I reached towards the male slowly and told him 'CAN YOU LISTEN TO ME AND STOP HITTING US WE ARE TRYING TO HELP YOU.' At this time, I now considered my use of force under Common Law as self defence and for the defence of others, in this incident being the ambulance staff. The male leant back on the ambulance bed, and I held onto his arm and handcuffs. I used nonverbal communication with the male and held my palms up towards the male. Nonverbal communication is highlighted by researcher Out (2016) as being the foundation of a successful relationship between criminal justice staff and subjects and so I attempted to convey these nonverbal cues to the male.

I continued to hold the male down on the ambulance bed as he was taken to hospital. I considered his medical needs and clarified with the paramedic that my use of physical force to restrain the male was appropriate. The paramedic accepted my use of force to restrain the male from a medical perspective and I deemed it a priority to keep himself safe as he did not seem to understand where he was. I also deemed it appropriate for mine and the ambulance staffs' safety as he continued to be aggressive towards us by trying to kick out and shouting "I'LL GET YOU. I'LL HIT YOU".

The male was pushing towards me through the journey to the hospital and I restrained him by his right arm and handcuffed wrists. I attempted to negotiate with the male and informed him if he stopped resisting and being aggressive towards staff, I would be able to leave as he was not under arrest. The male didn't acknowledge my attempted negotiation and shouted on the journey to the hospital and attempted to spit in my direction. I leaned forward on to the male and pressed his face sideways to avoid any of his saliva hitting myself or the other staff. The male continued to make attempts to spit and at this time I asked the ambulance staff to put a mask on the male to stop him from spitting. I asked the ambulance staff to consider his breathing and the impact the mask would have. The ambulance staff were satisfied with him wearing a mask. After a mask was put on the male's anger subsided and he became passive.

After the ambulance arrived at the hospital the male tried to sit up and pushed against me. I allowed the male to sit up but restrained his arms to prevent him hitting out. A doctor came into the ambulance and explained clearly to the male that she would be administering treatment to him. He frowned and responded in an incoherent manner. The male was still wearing a mask at this time and was kept on with approval from the doctor.

The doctor administered a sedation treatment to the male to calm him down. The male slowly started to become less resistant and stopped shouting. At this time, I deemed it appropriate to remove the mask from the male. When highlighted by the doctor that the male was adequately sedated, I removed the handcuffs from the male as it was no longer relevant to maintain the force of restraining the male.

I had not identified an offence committed by the male and left the male in the care of the hospital at the time. I had identified vulnerabilities in relation to the male's supposed substance use and completed appropriate paperwork to this effect. Throughout this incident I deemed my use of force as justified, proportionate, lawful, necessary, and ethical. I accounted for my actions with a use of force forms.

Upon recounting this incident, I noticed the unique feeling of the 'amygdala hijack' my fight or flight response to the incident. I remember the initial wave of this feeling and the rush of adrenaline I experienced. I was pleased with my patience and resilience during this incident and noted how long it took for me to feel truly at risk where I noticed my body experience a 'fight or flight' response. I determined this to be a positive factor.

If I experienced a similar situation now, I feel I would not react in such a 'fight or flight' way. The more I have dealt with conflict the less I notice a physiological stressor response. As a part of my personal development plan, I aim to experience as many diverse high conflict incidents in order to feel as confident as possible with a range of varying scenarios.

Word Count: 2601

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:

My priority as a police officer is to work to police values established by the College of Policing, I aim to uphold the law while protecting and supporting victims following the victims' code of practice (College of Policing, 2021). Research by Xie et al., (2019) has highlighted the importance of the victims' decision to report crimes to the police and how these outcomes of police engagement shape our society and the perception of local forces. In this answer I will use Gibb's Model of Reflection (1988) to explore my response to an incident of Domestic Assault which was affected by a language barrier and how I resolved this barrier to ensure the victim felt satisfied, supported, and heard by South Wales Police.

Myself and another officer attended a call to the report of a domestic abuse incident. It was unclear from the initial report whether there were any injuries as the report was received third party via the victim's support worker. The support worker had informed the call handler that the female does not speak English.

Research by Stephens et al., (2000) found domestic abuse victims had positive perceptions on police officers if they felt believed by the officers and if they felt the officers were taking their claims seriously. This idea is further supported by Robinson (2000) who found female domestic abuse victims were mostly satisfied with police officers' response to their calls. However, Hart (1993) found intoxication, atypical family structure or language barriers between officers and victims meant officers were less likely to make an arrest in domestic related calls. I was conscious of this during my attendance to this call and did not want the language barrier to hinder my support to the victim.

Upon arrival at the address there were 6 members of a family in the living room. The family were Bangladeshi and 3 of the family members didn't speak any English. Two of the family members who were sisters of the male we identified as the suspect spoke English and offered to translate for the victim however, we could not allow this as they had witnessed the incident. Behaving in accordance with the policing principle of leadership I observed the need to take control of this incident with the amount of people involved and so asked the eldest sister to explain to me as clearly as possible what had happened (College of Policing, 2014).

I attempted to establish the brief facts as best as possible and learnt a male who lived at the address had assaulted his wife. His wife who had visible injuries was crying on the staircase in the living room. She did not speak any English. The male had already left the address and the victim was left at home with 5 members of the male's family including his mother, father, and 3 sisters.

My colleague took the victim into the kitchen away from the family. I noted the family did not acknowledge the victim and from what I observed nobody had attempted to assess her injuries. I remained in the living room gathering the brief facts of the incident. This became overwhelming as the males' five family members were speaking over each other in both English and Bengali to provide me with information and defend the males' behaviour.

My colleague returned to the living room to inform me the victim could not speak any English. He noted small cuts and grazes and a bruise on her forehead. She also had a deep cut to her hand. My colleague remained in the living room while I went into the kitchen to be with the victim. Victims' code right 1 – "right to be able to understand and be understood" (College of Policing, 2021) was my priority as I decided to call a translator. I have then attempted to call our translator service and ask for a translator for our victim. The translator service then informed me the wait for Bengali translation was approximately 2 hours.

I then considered Right 2 of the victims' code – "to have details of crime recorded without unjustified delay". I was conscious the female had a visible injury to her head, and she would need to attend hospital as soon as possible. She was also holding a crying baby who was around 6 months old. The baby did not have any visible injuries. An officer on my shift speaks Bengali and so I decided to make contact with him via police radio. To ensure confidentiality I established he was free to talk known as code 12 I then explained the incident we were at and asked him to attend the address to translate the victims account as soon as possible. I also asked him to speak with the victim via radio to inform her he would be attending. I noticed the victim appeared to relax when she learnt he would be attending to translate.

The translating officer attended the address and I explained to the family present at the house he was here to translate and support an informed investigation of the incident. The officer spoke with the female and established the cut to her hand was accidentally self-inflicted as she slammed a glass down in anger, the glass then broke and cut her hands. She explained however the injuries to her face were inflicted by her husband when he assaulted her in anger following an argument they had where the female believed her husband had been texting another woman.

With permission I took photographs of the female's injuries for evidential purposes.

Assessing the injuries of the female including a head wound I decided the female should attend the hospital as soon as possible. The member of staff responsible for translating informed the female of this and she agreed to attend.

The male returned home, and I became conscious of the potential for this incident to escalate. I also was conscious the victim may become scared and decide to stop assisting police with this investigation. I spoke with the male in the living room while the female remained in the kitchen. I noticed the males body language change between talking with myself and my male colleague. He was showing aggression towards my colleague by stepping forward while clenching his fists. When he spoke to me, he spoke quieter and stepped back, putting his hands up in front of him.

I stepped away from the centre of the living room to speak with the male. He told me he had done nothing wrong and within his religion the Muslim faith her was allowed to discipline his wife. I sensed my heart beat faster and felt a wave of annoyance as this comment highlighted the difference between my ideals and the males ideals. However I was conscious to show impartiality, so I asked the male "WHAT DO YOU MEAN?". He then told me about his honest held belief in his religion was he could hit his wife if she had "done wrong". I was conscious of this sensitive dynamic between his Human Rights particularly Article 9: Freedom of thought, belief, and religion however I acknowledged in the action of this belief where he had potentially assaulted his wife, he had broken the law and so I noted as it is a qualified human right, I deemed it necessary for the police to interfere with this right in order to protect others (Equality Human Rights, 2021).

Despite the fact the male had spoken English to me he then told me his first language was Bengali. As a result, I asked my translating colleague to arrest the male for assault and to offer a translation to him to prevent any misunderstanding. The male was resistant upon arrest and told the translating officer "I'VE DONE NOTHING WRONG, SHE'S MY WIFE".

My other colleague then escorted the male to the police van while myself and the translating officer supported the victim.

The translating officer was required to attend with the male to custody as he was the arresting officer. I used the translating officer to attempt to establish whether the female had anybody else in her personal life that could attend the hospital and assist with translation. We then established she had a friend that could speak both English and Bengali and we made contact with her. The friend agreed to attend the hospital but needed to speak with her husband first. I sat with the victim while we awaited a call back from her friend. The victim appeared less shaky since her husband had been taken out of the house and I smiled at her to show empathy in a nonverbal way.

The victim's friend then called back and told us she would attend but would need to be picked up from her home address. I asked her friend to translate this to the victim, so she felt comfortable leaving the house and getting into the police van with me. I established the baby the victim was holding was hers. I asked her to pack a bag with anything she needed and I walked with her upstairs to her bedroom to help her pack a bag while she held her baby.

Upon leaving the address the male's family did not acknowledge the victim. They had witnessed the male get arrested and so I informed them I would be taking the victim to the hospital to address her injuries. They nodded but did not ask any more questions.

I drove the victim to her friend's house and waited for her friend to return home. During this time, I used nonverbal cues like smiling and nodding to reassure her she was safe. I also showed her visually on my work phones map her friend's address to ensure she knew where I was going. She nodded and smiled when I showed her this. Her friend then arrived, and I drove them both to the hospital. I explained to her friend briefly what had happened, and she showed concern. Her friend then acted as a translator when we got inside the hospital to book the female in to A&E. At this time the friend informed me the victim was happy for me to leave and thanked me for helping her. My concern at this time was where the female was going to stay after being treated at the hospital.

There was a possibility her husband could be released after being interviewed and he had access to return to their home. Additionally, she lived with his family who had not seemed supportive of her. I asked the friend if she could stay with her. She told me she may be able to, but she would need to clear it with her husband first. I was conscious again of this cultural difference and did not want to press the friend to agree to the victim staying with her so I provided the female and friend with contact numbers for organisations like Women's Aid that could house her and her child on an emergency basis if she could not stay with her friend. The victim nodded as her friend translated this. I encouraged the female to attend the police station tomorrow where she could confidentially make a statement and discuss with officers' the process of the investigation with a formal translator present, victims code right 8 "to be given information about the trial, trial process and their role as a witness" and right 7 – "to make a victim personal statement" (College of Policing, 2021). I then provided them with the relevant incident number in the case refuge couldn't be found and advised them to call us if they needed further police support for her safety.

Research by Finfgeld-Connett and Johnson (2013) found South Asian females who have immigrated into Western cultures often experience barriers in treatment from medical staff after fleeing domestic violence due to translation issues and situational circumstances. I attempted to safeguard the victim as much as possible by informing the hospital front desk of the brief circumstances and by changing the victim's next of kin contact details from her husband to her friend in case a miscommunication ended in her husband being contacted about her whereabouts. The hospital staff were supportive and agreed to assist her finding somewhere safe to stay before they discharged her from their care.

I completed relevant protection paperwork regarding the female and alerted her support worker of the conclusions of the incident as she was the reporting person. The support worker then informed me she would be making contact that evening to ensure she secured safe accommodation. At this time, I was considering

Right 4 of the victims' code "to be referred to services that support victims". I highlighted in the public protection paperwork the female will need support to cope away from her home and her husbands' family that had been supporting her and her baby.

After this incident I felt relieved by the outcome. I felt I had done my best to ensure the females safety and had been empathetic to her needs. She had appeared scared initially but had become calmer and appeared more relaxed as I took her away from her house. Her friend informed me the female was grateful for our help.

A cultural difference I noted at this incident was that both the suspect, victim and the family seemed to perceive me differently to the male officers also in attendance. Upon arrival at the address all female members of the family were sitting down while the father of the suspect was standing. The family members were encouraging me to sit down in their living room. They also offered me a drink but did not offer the male officers a drink. I was conscious there was a perceived difference between genders in their cultural views and was conscious not to offend. I also considered my own personal safety at the time of attendance we had not located the male involved in this incident and did not know if he was still in the address. I decided to find balance between personal safety and not causing offence to the family a sat close to the front door facing inward to the staircase and kitchen.

If I had to deal with a similar incident again, I would separate large groups of people, in this case the family members, as soon as possible. I felt the sheer amount of conversation and information being shared by the family took me longer to process. If this is not possible, I would stand to the side and speak with one member of the family or group instead. I feel I could have gotten a much clearer picture in a more concise manner if I had spoken to one person at a time. Considering this however I would be conscious of biases or discrepancies in peoples' recollection of an incident so would aim to speak with all of those involved through the course of the incident but for more efficient information gathering establish the facts by witnesses one at a time.

Word Count:2508

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:

I attended a significant incident involving two victims where a male had allegedly administered a noxious substance in a nightclub on two occasions. This incident was significant for me to reflect on as it was my first arresting incident. In this response I will reflect on the incident using Borton's Reflective Tool (1970) and Driscoll's adaption of this model (2000).

I attended a nightclub on reports a male was being detained by door staff after two independent females had alleged the male was acting suspicious and had allegedly been witnessed tipping a unknown clear liquid into their drinks. Enroute, I considered impact factors that could affect this incident including, numbers of people involved, witnesses, alcohol intake as the address was a nightclub and the possibility of evidence available such as CCTV.

I attempted to gather information by searching my mobile device with the details provided of the male involved for risk assessment purposes such as warning markers. The male was known to the police for previous nonviolent offences and had no warning markers listed on his profile. The nightclub listed as the occurrence address is previously known to the force for drunk and disorderly related crime but had no recent occurrence relating to a potential spiking or offences similar to this incident.

Upon arrival the male was being detained outside the front of the club by two door staff. He was resisting the door staff's grip and I approached him and told him clearly "I AM DETAINING YOU BASED ON THE ALLEGATIONS MADE THAT YOU HAVE SPIKED SOMEBODIES DRINK". I then handcuffed the male to prevent his escape.

A large crowd of people were gathered outside the nightclub so to follow the College of Policing's core focus of the National Decision-Making model first element the Code of Ethics I decided to remove the male from outside the club and detain him in the police van to maintain his self-respect while I gathered more information (College of Policing, 2014), (College of Policing, 2013).

Once the male was secured in the back of the police vehicle, I decided to take ownership and I asked my colleague to wait with him while I returned to the nightclub. Acting in line with College of Policing's competency of informed policing I wanted to keep an open mind and await more information before analysing critically. I was also cautious to act in a compassionate way and be emotionally aware of both the male's feelings and the potential victims (College of Policing, 2016).

Following the NDM process I then spoke with the door staff in order to gather information and intelligence to establish the facts of the incident. The door staff pointed me towards two females standing outside the nightclub. He told me these are the females that have alleged they saw him 'spike' them. They aren't friends but they were together in the nightclub. He then told me the females had directly pointed out the male I had detained.

I approached the females and asked them briefly what had happened. The first female told me "HE SPIKED ME. I SAW HIM DO IT". The second female told me "I THINK HE PUT SOMETHING IN MY DRINK I'M NOT SURE THOUGH". Both females appeared to be under the influence of alcohol. They confirmed to me the male I had just detained was the alleged subject. I took their details and asked if they were willing to support a complaint to which they both responded yes.

At this point I used the National Decision Model to "assess threat and risk and develop a working strategy". I determined on this basis the male needed to be arrested on suspicion of 'ADMINISTERING A NOXIOUS SUBSTANCE' and the male would need to be searched for potential substances and his phone would need to be seized for a download relating to the organisation of this potential offence. I also observed at this time the crowd of people outside the nightclub were becoming increasingly curious as to the need for police attendance and were joking loudly. I did not acknowledge these people and tried to focus on the incident I was dealing with.

Considering the next stage in the NDM I attempted to confirm my Powers and Policies in order to lawfully execute the working strategy I established. I noted my offence as Section 24 of the Offence Against the Person Act, 1861 which states "Whosoever shall unlawfully and maliciously administer to or cause to be administered to or taken by any other person any poison or other destructive or noxious thing, with intent to injure, aggrieve, or annoy such person". I would be arresting the male on that basis. I then returned briefly to the police van and spoke with the male I informed him the brief circumstances and arrested and cautioned him at this time. I then asked my male colleague to search the male using the power Section 32 of the Police and Criminal Evidence Act 1984 (Legislation.Gov, 1984). A phone was found in the man's pocket, and I informed him we would be using power Section 19 Police and Criminal Evidence Act, 1984 to seize the phone and have it analysed for any intelligence relating to this offence (Legislation.Gov, 1861).

Once the male was returned to the back of the police van, I approached both victims and requested them to attend our local police station straight away for a statement to be taken. I emphasised due to the fact they were under the influence of alcohol we would take a holding statement tonight and we could retake a second statement tomorrow. Both victims looked at each other and became reluctant. I then used the NDM to consider my options and contingencies in relation to the victims withdrawing their complaint. In my opinion the females became reluctant at the point they realised their night out was over. I offered to instead arrange a time with them to attend the station the next day or have police attend their addresses. The females didn't appear vulnerable or intimidated but I offered them referrals to for victim support and provided them for options should this matter attend court how they could be protected. The females again refused to attend the station with an officer but said they would think about it after their night out. I reconfirmed contact information with the victims and allowed them to return into the nightclub.

I spoke with the door staff to update them. They had checked the CCTV but the incident was not caught on camera. It was also established at this point the females' glasses they had been drinking from at the time of the alleged spiking had been returned to the bar by the females and were now unidentifiable. There were no further witnesses to the incident.

I now felt out of options and wanted to reconsider my decision-making process so used my radio to contact my supervisor to relay the facts to him. Upon recounting the incident my supervisor agreed to continue with

the arrest of the male and to convey him to custody and hopefully await the victims to come forward with the complaint when they were ready, while also empathising they were under the influence of alcohol at the time and their capacity may be limited. I did feel uneasy knowing I was arresting a male with potentially the victims no longer supporting these claims but I reminded myself the suspicion was there that the offence was being committed and the necessity was there to ensure a prompt and effective investigation and so I returned to the police van.

I then conveyed the male to the Custody suite where his detention was authorised by the Custody Sergeant. This was my second time in custody but was my first arrest. This was an interesting experience for me of which I have reflected on a number of times since. It felt overwhelming to experience the power I had to lawfully take away the male's freedom while the initial enquiries were completed. It also highlighted to me the importance of clearly understanding the definition of the offence you are arresting for as upon entering custody the circumstances and facts known of the incident need to be presented to the custody Sergeant before the detention is authorised. From this experience I noted a learning outcome to revise and retain the definition and explanation for common offences committed within my force area. I feel that will provide me with confidence in identifying and dealing with an offence committed within an incident I attend and will allow me to use my own discretion on how to proceed without needing to rely on a second opinion from my colleagues.

When the male was searched again in custody no evidence of any paraphernalia relating to the offence of administering noxious substance were found. I noted this to the custody supervisor. The supervisor highlighted the male could have used all of the substance within the nightclub and disposed of the evidence. I highlighted this to my team supervisor and queried whether a Section 18 entry and search of his home address would be appropriate as that's where the male was directly before going out and could potentially hold evidential material in relation to this offence. This would use the power of Section 18 Police and Criminal Evidence Act (1984). Due to the severity of these allegations and on this basis, it was authorised by my Inspector to complete a Section 18 search on his home address to look for relevant evidence to this offence. I completed this search with my colleague with negative results of anything relating to this offence (Legislation.Gov, 1984).

Later in the night I attempted contact with both victims via their mobile numbers provided both did not respond to my call or text. At the time I felt annoyance at this. I felt like myself and the police force had worked hard to protect these females from the allegation they had made and had deprived a male of his freedom for the night while he was in our detention, and they had not met us to support these allegations they had made. I felt I had offered them everything available to protect them and did not get the impression they were intimidated by the male. Since the incident I have thought about how I feel, and I do have empathy towards the victims regardless of their reluctance to continue the complaint. I feel this is the importance of gathering as much information at the critical golden hour of an incident in order for the possibility of our force to proceed the investigation as a 'victimless prosecution' as what has become the case in this incident.

The male remained in custody overnight as he was under the influence of alcohol he could not be interviewed. The next morning when sober the male was interviewed without a solicitor and denied any involvement of the offence put to him. He also had no connection to the two victims in this incident and as a result it was decided there was no evidence or need for him to be remanded in custody. He was then released later that day and remained under investigation. We anticipated at this time the male was intending to plead 'Not guilty' at court.

Upon his release I was then involved in the further investigation of this offence. This was my first case that I was responsible for investigation related case file work, and I was conscious to work in accordance with the Criminal Procedure Investigations Act 1996. I wanted to work towards the standards and procedures that the act sets out and asked colleagues for support with this. (Legislation.Gov, 1996).

I reviewed the codes of practice as the investigator and noted my responsibility of the duties imposed to me under this code. Over my next shifts I attempted to pursue all reasonable lines of enquiry. This included statements from door staff about the male's demeanour on the night of the incident. Despite the fact it had been reviewed by staff I also viewed the nightclub CCTV to determine as the investigator nothing of evidential purpose was seen. The male could be seen standing close to the girls at the specified time of the incident, but he was not standing within arm's reach of them and did not seem to look over at them at this time. The closed the male was seen getting to the females was around 2 metres away. I maintained the case file and ensured all relevant material was retained.

I followed the CPIA codes of practice and identified 'prosecution disclosure' which considered material that undermined the case against the accused including CCTV footage that showed the male on camera, but he was not standing within arms reach of the victims at any observed time.

I was pleased with how I dealt with this incident giving the complexities of more than one victim and both their withdrawal in support of the investigation coupled with alcohol intake of all parties I did my best to gather all evidence in order for this to be presented to the courts for a decision to be made. In future I would have attempted to complete at least holding statements from the victims at the scene and not relied on them to attend the station as this period of time has resulted in the females changing their minds in relation to the support of the complaint they had initially made. I also recorded negative information such as a statement from a member of nightclub security staff who made a statement to state he had not seen the male near the females at the time of the alleged incident. Dealing with the relevance of material and deciding which evidence should be used for disclosure highlighted to me the need to revise a large amount of the elements of disclosure. This is something I have identified for my personal development plan. I aim to practice this on my 3 month hub attachment.

I continued to attempt to engage with both victims however they failed to respond to my phone contact. I did not want to push them into making a complaint or them to feel overwhelmed by the police, so I sent a letter to both listed home addresses encouraging them to make contact if they wished to continue with this complaint. I recorded evidence of the communications between myself and the victims throughout.

I engaged with the officer in charge throughout this investigation and asked questions where needed. Despite the complexities of this investigation, I felt more confident having been closely involved with the aftermath of the incident and dealing with case file documents involved in an NGAP file. This allowed me to observe for the first time the amount of work that is involved for the police force after the arrest of a suspect and the efforts that are made to support and protect both victims and the public from these offences.

Word Count:2504

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
Confidence in dealing with conflict in a range of high-risk incidents.	More exposure to high conflict incidents.	Response team and after dark overtime colleagues and supervisors.	6 months post tutorship.
Revise elements of disclosure to feel more confident deciding relevant/unused/sensitive material.	During my 3-month hub attachment I will practice this in order to feel more confident.	Hub mentor and supervisor.	3-month hub attachment.
Have confidence and clarity in identifying and defining offences committed without the need for support from my colleagues.	Continuing to revise common offences committed that often need responding to on an emergency basis where quick decisions are needed.	Support from experienced colleagues and supervisors and the use of university material and the government legislation website.	Within 6 months of being an independent operational police officer.

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

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: E.L.Lewis _ _ _ _ _ (Learner, Electronic signature or type name)

Date: 07/07/2022 _ _ _ _ _