

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 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:

The initial 6 months as an attested Police Constable has been extremely challenging. The change to my well-established, well managed work day/week, the pace at which the learning is delivered, the pressure of career dependant examinations, the additional or supportive reading that is required to be successful are just a few of the factors contributing to my personal stress. Add these factors to those contributors from outside the working environment such as; a significant reduction in earnings whilst the cost of every day essentials continues to rise, a house move, relationship breakdown and suicide of a good friend – even finding time to walk my dog became challenging on occasion. However, I knew and understood the majority of these would be a factor in the early part of my career, and after careful consideration established that “stress in some form or another is inevitable if you’re ambitious and you want to get things done that really matter.” (Allcott, p. 45)

Within this essay I discuss and compare the coping strategies I considered and employed to develop resilience and minimise stress.

Prior to becoming a police officer I had been an international track and field athlete, representing Wales and Great Britain, and having suffered a career ending injury, after several years had represented Wales, and won several Welsh Championship titles as a road cyclist. More recently I had spent around a decade self-employed in management roles within professional cycling. These pressurised, results orientated experiences had been enjoyable, but I was able to manage my time well ensuring I could minimise stress in the most effective ways, for me. Exercising and socialising regularly. I had hoped that this would be the case within my first 6 months of learning.

“Regular exercise and activity has huge emotional and psychological benefits, improving our mental wellbeing.” (Duckworth, Plum & Lambert, 2021, p. 179)

Being attested in October resulted in the intense period of initial training taking place through autumn and winter, the shortest hours of daylight, and most inclement weather of our calendar year. The repeated travelling to and from work in the dark, 5 days a week, was often in the rain. Not considering myself a natural student, I found that I had to revise the subjects covered within a given day to ensure my thorough understanding, then pre-read what material I could, ahead of the lectures the following day. These factors soon eroded my motivation to take part in cycling an activity that requires significant time to have any real benefit – physically or psychologically.

I found that whilst at home studying after an evening meal a bottle of cold beer was relaxing. The single bottle of beer whilst pre-reading for the following day, soon became two, as I treated myself to another when finishing my studies for the evening. At this stage of the evening I may be watching some sport, or a box set on TV, and in no time at all I was drinking my third or fourth beer of the evening.

Although relaxing, this increased consumption had a negative effect on my quality of sleep.

“The reward we get from alcohol is actually twofold: it gives us feelings of pleasure, or a ‘high’, which is known as positive reinforcement and it numbs negative emotions, such as anxiety, anger low mood and worry, which is known as negative reinforcement”. (Spada, 2017, p. 12)

“Sleep is considered to be the most important recovery mechanism available to man, and therefore good sleep is essential for optimal wellbeing, daily functioning and health.” (Cropley, 2015, p. 246)

Having led a very healthy, active lifestyle through most of my adult life, I felt that I was fortunate or educated enough to realise the challenges of my new routine and the choices I was making were counter-productive to being what I considered to be successful. Holmes, 2018, stated that “mindset is so important to a healthy lifestyle”.

I often relate my working life to my experiences within professional sport, the training for a successful sporting performance, and the training I needed to perform on exam day (and

beyond) needed structure and were comparable. However, “overtraining can lead to poor performance, loss of motivation and an increased risk of injury. Similarly, you can’t expect someone to be mentally fresh and give 100 per cent at work if they don’t allow themselves downtime. If you are continually working, you will not switch off and unwind” (Cropley, 2015, p. 125).

I needed to apply my ‘sportsman’ mindset.

“When it comes to making the pieces of work and life fit together, flexibility matters more than keeping a strict limit on total hours. (Vanderkam, 2015, p. 54)

I needed to establish what elements were not only important to a successful period at training school, but also what was manageable. Full commitment does not necessarily mean eat-sleep-breathe “the books”, it was imperative I strike a balance.

“That all-or-nothing, go-hard-or-go-home mentality is a recipe for a Fuckit souffle. Instead of giving up, ask yourself: What half-ass version of my habit could I realistically do now to start building that habit loop?” (Duncan, 2019, p. 243)

“A lot of people will tell you that they are an easy-going, go-with-the-flow type person, until you ask them to go with a different flow than the one they are used to” (Duncan, 2019, p.22)

Establishing that it was unrealistic that I would cycle regularly, I chose to run instead.

The well-known benefits of exercise could be achieved within a shorter exercise duration by running.

I could both make time and motivate myself for 20-40 minutes running, even in the rain.

My dog could run with me too, meaning he would also be well exercised and tired in the evening, I wouldn’t have to go for a walk with him.

I would establish a clear structure for my study time.

I would be less inclined to drink alcohol through Monday-Friday, choosing to replace the cold, refreshing, carbonated lager with cold, refreshing, carbonated water.

Socialising however was a coping mechanism that was also fundamental within the first 6 months of officer training. Especially beneficial was socialising within our class or cohort. I found that sharing and hearing the experiences and challenges of others, who in turn could

understand my own, in a relaxed, social, environment was markedly different to the feelings post exercise.

“The key is to keep company only with people who uplift you, whose presence calls forth your best”. (Epictetus, Discourses, AD 55-135).

“Social relationships have long been considered important to human wellbeing” (Lee and Kawachi, 2017, pp. 1206).

In the context of socialising within the cohort of my fellow students with whom I was studying, the fact that we were all being exposed to an intense pace of learning, largely new subject matter and skills, with career dependant examinations, it often felt as though only this group would have any idea how I was feeling.

Lee and Kawachi, in their 2017 study suggest “social relationships can be beneficial by providing useful resources and information that the individual could not have accessed in the absence of the relationship”.

Talking through my own challenges and issues I felt were a contributor to my stress with those experiencing very similar was incredibly beneficial.

Listening to the concerns of others too. Hearing that they may have experienced similar, stresses. Sharing learning techniques. Laughing at myself, and each other.

All this within a relaxed social environment contributed significantly to my success within the first phase of my policing career.

Upon reflection I believe that the key to developing and managing my own coping strategies in order to manage my stress levels and resilience is striking a balance.

Time management is a key factor in being able to succeed in this area.

“Knowing” when to say yes to that shift night out.

Not over committing my time on rest days, so that I have time to exercise – either with a group, or alone.

Making a little effort to walk the dog in areas of natural surroundings such as local woodlands or nature reserves.

Effectively using the Protected Learning Time, to manage the commitment to the associated degree studies.

I have found all of these scenarios have been beneficial throughout my initial period since being attested.

I envisage that I will be able to continue to manage these well, however, regular reflection and self-analysis will be essential to my own mental and physical well-being.

1400 words

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:

I attended an incident within which a neighbour had called 999 as there was an ongoing domestic incident clearly audible from the flat above.

The male caller stated that he could hear a verbal argument and a lot of crashes and bangs coming from the property above his own.

The reporting person was unable to provide the names of either the resident or any potential names for the female visitor to the property.

Upon my arrival, I initially spoke with a female neighbour that had been sat outside her flat and had heard the argument too. This, second neighbour did not know any names of those involved either, but did say that she had seen the female visiting the flat regularly in recent months.

Upon arriving at the flat where the reported argument had taken place, it was silent. There were no initial signs of any minor damage outside, or anything knocked over to indicate any physical altercation or disagreement had taken place.

I knocked the door, and initially there was no response.

A second, louder knock, and I shouted through the letterbox "it's the police!" prompted the male resident of the flat to come to the door.

I asked if I could go in to the flat to talk with him in the privacy of his home, but he was absolutely adamant that was not going to happen.

The male was angry, and unhappy that officers had been called to his home.

Despite his abrupt tone, short answers, and aggressive stance the male informed me that he had borrowed some money from his partner, agreed a date that the monies would be repaid but they had since split up. He went on to say that the agreed date was the following Friday, his pay day, and that he had every intention of repaying the loan in full. The male said the female had left the flat, but he did not know where she would go, or even what direction she left in.

Understanding, and explaining to the resident that the issue regarding the loan was a civil matter and of no interest to me, I went on to explain the report Gwent Police had received was regarding a loud verbal argument and given that he had stated this had been his ex-partner would be considered a 'domestic incident' and a force priority, it would be fantastic if he understood and co-operated with my request and investigation.

I motioned to move inside the flat and the male became increasingly aggressive, clenching his fists, moving towards me and shouting at the top of his voice.

I shifted my position and weight in preparation to fight, but put my open hands to the side and engaged in further conversation attempting to illustrate, and communicate to the male that I was happy to engage physically if required, but I would prefer to talk, simply carrying out my role to the best of my ability and leave.

I explained the information I had been furnished with regarding the male and female voices, shouting at each other, the loud crashes and bangs, and the fact that upon my arrival it had all been silent.

I needed to be confident that the female wasn't potentially imprisoned or dead inside his flat. This was my only concern, and the only reason I wanted to enter his home.

I was fully aware at this stage of Article 8 of the European Court of Human Rights and was respectful of the gentleman's private life and home, also keeping in mind Protocol 1, Article 1 that "a public authority cannot take away property, or place restrictions on its use without very good reason" – I only needed to check that the female was not within the flat.

Attempting to build rapport with the male, and enable him to see the scenario from my perspective. Allay any fears he may have had about my motivations or reasons for wanting to search his flat.

The tactical communications worked.

Both non-verbal, in that the resident could see I was not intimidated by his implied threat of physical violence and that I was confident in this area. The verbal communication too was effective, I remained very relaxed, calm and polite throughout.

Somewhat reluctantly, the male invited me into the flat and I searched for the female. She was not within the flat.

Communication within all policing incidents is absolutely fundamental throughout their entire duration.

From the very first stage of being allocated to an incident active listening is imperative. The dispatcher, based in the force control room, provides key information including the circumstances and nature of the call for service.

Paying particular attention to the extent of the details provided will determine what, if any further information can be gathered.

The 5WH questioning model is a reliable thought process that should be kept in mind when considering all aspects of every incident.

Who, what, where, when, why and how?

Whether rhetorical, or actively using the radio to ask the questions to a console operator in the force control room, establishing as many of these key points is essential.

These open questions should enable 'you' to gather a significant amount of information.

Who are the involved parties at the incident? Have police had previous interactions with them? If so, is there anything we need to be aware of, are they violent? Are they known to have access to weapons?

Where, specifically is the incident?

Where is the victim and where is the offender now?

What previous calls have police dealt with at the dispatch address?

Why has someone called police to this incident? Why are we attending?

When was the last incident involving this address and these people?

How can I identify the offender, victim or witness?

How can I effectively and efficiently deal with the incident's.

5WH can also be used upon arrival at an incident. Initially to ascertain further details, or first accounts from subjects, victims and witnesses.

Non-verbal communication at this point should not be overlooked. Something as simple as the manner with which a police officer walks or stands can be interpreted differently. "When you first move into a person's field of vision, they make an instant judgement on your appearance" (Benisti, p. 48) These initial moments can be absolutely fundamental to how someone perceives 'you' upon arrival at a given incident.

"Eye contact is central to delivering your message in a personal and effective way" (Benisti, p. 50)

There is a common "7% Rule" that is frequently referred to when discussing communication, suggesting that 93% of our communication is done without words.

Within Peter J. Denning's introduction of Philip Yaffe's paper "The 7% Rule: Fact, Fiction, or Misunderstanding" Denning states "He rejects the claim that content accounts for only 7 percent of the success of the presentation, while 93 percent of success is attributable to non-verbal factors, i.e. body language and vocal variety. The myth arises from a gross misinterpretation of a scientific experiment." (Denning, 2011, p. 1)

Collins, Schrimmer, Diamond and Burke used; Body lean, Body position, Postural change, Facial expression, Eye contact, Affirmative gestures, Unpurposive movements and Hand gestures as references of non-verbal communication skills for their 2009 study "Evaluating

verbal and non-verbal communication skills in an ethnogeriatric OSCE” for the journal Patient Education and Counselling.

The sum of these various communication methods when demonstrated or applied effectively help build rapport.

Rapport is defined as; “a sympathetic relationship or understanding” (Collins English Dictionary, 21st Century Edition).

If a rapport can be established quickly, especially with an offender, it can make dealing with an incident significantly less stressful and often quicker, for all involved.

Unfortunately, dealing with policing incidents, especially those within which there is an element of conflict, despite conscientious and often repeated attempts to effectively communicate and negotiate, frequently there is requirement to use a degree of force. These situations are often emotionally charged and as a result those involved in conflict incidents, regardless whether they be victim, offender, witness, or police officer battle their own rational and emotional brain.

The rational brain is usually applied in calm environments, using the prefrontal cortex, the decision maker can make good, sound judgement considering both the short and long term consequences of their decisions.

However, due to the nature of the incidents it is more often than not the emotional brain, via the amygdala, that supersedes rational thought.

When making dynamic risk assessments about whether using force is essential when dealing with an incident I apply the National Decision Model (NDM) within all my actions.

The common phrase “for every action there’s a reaction” is at the forefront of my mind.

Gathering information and intelligence. Assessing the threat, harm and risk. Developing a working strategy. Considering powers and policies. Identifying options and contingencies and taking action – reviewing those actions – is a continuous process, that can be completed in a matter of seconds, or over several hours depending on the circumstances. Throughout this process the code of ethics, values and professional standards are of primary concern.

I discuss the application of these within my specific incident later in this essay.

There are a number of academic studies and theories that are pertinent when discussing management of conflict within policing incidents.

Betari's box is a well-known model that illustrates how my behaviours and attitude impacts those people I am interacting with. This may be a colleague, a victim or an offender.

This cyclical theory states that my attitude effects my behaviour which in turn effects the attitude of others, which in turn effects their behaviours. Ultimately 'their' behaviour influences my attitude, and the cycle continues.

By the cyclical nature of this theory;

"If you have 2 people demonstrating negative behaviours, it is likely that they will continue to influence each other to continuously feel that way.

The decision about attitude tends to be an unconscious one.

This means that the decision about our attitude is normally made without even thinking about it. This may be based on how we are feeling at the time. Because it's unconscious we don't have self-awareness. And, in many cases, the way we are feeling (for example negative) will justify the choice and behaviour in our brain, so as far as we are concerned everything is OK and we acting normally. This isn't what other people see though."

The Betari Box Model (Revolution Learning and Development Limited)

Being aware of how our attitudes influence the behaviours of others is fundamental.

Betari's box theory, as discussed within this essay can be applied to all involvements of a policing incident.

Habitual behaviours can be displayed by everyone, for example; officers expecting an offender to be violent upon their arrival may well invite violence by their attitude.

Through officers training, education and also repeated exposure to incidents of a similar nature, it may be possible to break these habitual behaviours. Key to this however will be establishing the cause of the habitual behaviour.

Within the specific incident I attended, knowing that the victim had made numerous calls to police themselves, but had not, to date, made a complaint about the named offender initiated a variety of thoughts and emotions.

Furnished with the information from police intelligence systems that the named female was known to be violent, had previously assaulted police officers and was a regular domestic abuse perpetrator. It would have been easy to let this effect my attitude and behaviour.

It is at this point I needed to engage my 'rational brain' mentioned earlier within this text.

"In assertiveness, this process is described as 'engaging your brain'. Assertiveness skills can help massively in this area.

You have probably heard ways to do this already without knowing it. You have likely dismissed these things as silly ideas at one point in the past:

- Take a deep breath
- Count to 5
- Make a movement such as clamping your middle finger and thumb together
- Say something in your mind

if we remind ourselves to do one of these things, we are doing something conscious.

This reminder now means we are thinking more logically and consciously."

The Betari Box Model (Revolution Learning and Development Limited)

Had the male displayed the aggressive attitude and the behaviours as though he would become violent with me because he had been assaulted by his ex-partner?

It is wholly possible that the male may have been the victim in this incident.

Did the male feel threatened that more people were attending his flat uninvited?

I applied not only the principles of Betari's Box, but also the policing principles that originated in 1995, and the Committee on Standards in Public Life;

Accountability; I made the decision that I needed to check the female was not in the flat, and was prepared to use force if necessary, but not as my primary tactic.

Fairness; Confident that I treated the male fairly, with no judgement.

Integrity; I explained to the resident that I was simply wanting to check on the welfare of the female and why this was "the right thing."

Objectivity; Given the information I was furnished with I believe I made the correct choice in, using tactical communications as opposed to force, and searching the flat as opposed to simply leaving the scene.

Respect; I was respectful throughout my interaction with the male.

I believe that the same theories and principles, are applicable to almost every policing incident.

Many of the behaviour traits required to apply these principles are inherited, but in my opinion the majority are learned.

Not learned in a classroom environment, or by hearing the “war stories” of old officers, but by living through the experiences.

Consideration of the potential protected characteristics of those people we interact with on a daily basis, many of which are impossible to ‘see’.

Other legislation that is applicable such as The Welsh Language Act 1993 which stipulates that Gwent Police and all public bodies in Wales should wherever possible provide the service equally in both English and Welsh languages.

Given my length of service I believe I have a reasonably good understanding of these factors. I feel I have been able to identify how I can apply these core principles and the core elements of communication, but also the areas within which I can further develop and improve.

2378 words

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:

I dealt with a policing incident within which a report had been made by the parent of a local 10 year old boy. The report stated that a second, named, 10 year old boy, living in the same neighbourhood had assaulted the other.

The reporting person described how whilst their son was playing in the local park, the other would punch him and throw him to the ground.

These were only children, “playing” in the neighbourhood park, however they were serious allegations.

The child victim wanted to make a report, apparently there were a number of witnesses of a similar age, all of whom were prepared to attend court if necessary.

Although initially something that may have appeared to be boisterous children playing in the park this could have been interpreted as a ‘priority’ Gwent Police and Crime Priorities are established between the Chief Constable and the Police and Crime Commissioner. For the period 2020-2024 these are;

1. Crime Prevention
2. Supporting Victims
3. Community Cohesion
4. Tackling Anti-Social Behaviour

5. Effective Service Delivery

Joint Strategic Equality Plan 2020-2024 (Gwent Police)

Being aware of these and the fact that the initial report and any investigation would subsequently involve dealing with children would result in me having to consider several of Gwent Police's Values; being compassionate and positive at the very least. These in addition to the Code of Ethics which states that we;

- Treat all people fairly and with respect.
- Treat people impartially.

Within the Joint Strategic Equality Plan 2020-2024 document it outlines the 'Summary Equality Plan Objectives' and Objective 1 is, Supporting Vulnerable People: To investigate and achieve justice for crimes with the greatest impact on vulnerable people ensuring effective support for victims.

I would be considering "The Victim's Code" (Code of Practice for Victims of Crime in England and Wales, November 2020) in its entirety, however I was aware that some points would be particularly pertinent; "the right to be given information in a way that is easy to understand and to be provided with help to be understood", "to be referred to services that support victims and have services and support tailored to your needs", "to be provided with information about the investigation" were just a few that were at the forefront of my mind.

The victim in this instance would be considered vulnerable due to his age.

I ensured that the parent that reported the incident to police was intending to attend with their child, to act as an appropriate adult. Appropriate adults should be present when dealing with any child. Their role is not to answer on behalf of the child, nor is it to 'help, jog the memory of the child. The appropriate adult is present to merely observe, and help communication with the child – explaining something that may not be clear to the child for example. The appropriate adult is also present to ensure that the processes are conducted properly and fairly.

When dealing with a victim statement from a child, the process is managed differently to that of an adult. I was aware of this and had prepared a Witness Interview Planning booklet (WIB).

The guidance notes for the WIB state;

This interview booklet has been prepared in accordance with the requirements of the Youth Justice and Criminal Evidence Act 1999 (as amended by the Coroners and

Justice Act 2009) and Achieving Best Evidence in Criminal Proceedings: Guidance on Interviewing Victims and Witnesses, and Guidance on Using Special Measures (2011). It should be used to plan and conduct an interview with any of the following categories of witness:

- Vulnerable witnesses
- Intimidated witnesses
- Significant witnesses
- Reluctant witnesses
- Hostile witnesses
- Defence Witnesses

The style of interviewing is also different when dealing with someone vulnerable due to young age. The questioning is less specific and is more inline with the 5WH model; what happened? Where did it happen? When did it happen? Who did what? Why did they do it? How did they do it and how did it make you feel? I addressed all these, using age appropriate language whilst not appearing patronising.

The next phase of the investigation was to make enquiries with the four named witnesses, all of whom were under twelve years of age, and the mother of the victim stated, would be willing to attend court.

I attended the homes of the named children and in the first instance spoke with a parent. Explaining why I wanted to speak to the child, and explaining that the child would potentially have to attend court if they gave a statement. All the parents stated clearly that they did not want their young child to have to be put through this. I made electronic pocket notebook entries of what the children had to say and had these signed by both child and parent.

Visiting the scene of the alleged assaults I could see that there were no CCTV opportunities covering the park area. Carrying out house-to-house enquiries at the homes overlooking the park I established that none of the local residents had witnessed any of the incidents either.

I visited the home of the alleged offender as I felt that due to their age and the nature of the allegation it would be both the easiest way to communicate with the family whilst emphasising that Gwent Police were taking the report seriously. We arranged a voluntary attendance interview, with an appropriate adult – the child's grandfather – to be present. I considered that if the child admitted the offences within his interview and appeared to be remorseful, he could be dealt with through the Youth Offending Service (YOS).

Monmouth and Torfaen Youth Offending Service is a group of professionals who work together with one aim – to stop offending and re-offending in young people by challenging their behaviour and raising awareness of the consequences of offending/anti-social behaviour, helping young people take responsibility for their actions and ultimately help young offenders to break the cycle of re-offending and move forward in positive ways.

www.monmouthshire-torfaen-yos.org.uk

The child provided an account whereby he was as much a victim as the child I had spoken to initially. It also became clear that the child had been experiencing a challenging time at home, as his parents had split up, he had been living at multiple addresses, not able to settle and had become angry at the fact.

There were no witnesses, there was no CCTV, this was now a case of one word against another and as a result was concluded with 'No Further Action' (NFA).

Due to the disclosures the alleged offender had made within his interview, and a conversation with his grandfather, who stated that they would welcome any further help or support for the child I submitted a 'Child at Risk' referral to social services outlining what had been said whilst formally raising my concern that the child and the wider family needed increased support.

Given the nature of the report I thought updating the victim and his mother in person, at their home was the most effective way to do this. By doing this it ensured clarity for the family that I had undertaken a thorough investigation and process, as I would for any alleged offence, but they also knew that the case would be closed at this point.

Had this case made its way to court however there are a number of provisions that can be offered to vulnerable people involved as witnesses either for the prosecution or the defence. Introduced in 1999 via the Youth Justice and Criminal Evidence Act (YJCEA) these are specifically used when dealing with vulnerable, or intimidated, witnesses. Referred to as "special measures" the intention of these provisions is to enable the vulnerable person to provide their best evidence.

Vulnerable witnesses are defined by section 16 YJCEA as:

All child witnesses (under 18 – as amended by section 98(2) of the Coroners Act 2009 to substitute 17 for 18); and

Any witness whose quality of evidence is likely to be diminished because they:

- Are suffering from a mental disorder (as defined by section 1(2) of the Mental Health Act 1983 and amended into a single definition by section 1(2) of the Mental Health Act 2007
- Have significant impairment of intelligence or social functioning; or
- Have a physical disability or are suffering from a physical disorder.

cps.gov.uk

The “special measures” need to be agreed by the court and include the possibility of;

- Screens, to shield the witness from the defendant.
- Live Link, allows the witness to provide evidence via a video link to the court room.
- Evidence Given in Private, where all public and press (except for 1 media representative) are asked to leave the court.
- Removal of wigs and gowns, making the witness more comfortable.
- Video Recorded, a pre recorded interview as opposed to attending court.
- Pre-trial video recorded cross examination.
- Use of an intermediary, to assist with explaining questions or answers.
- Communication Aid such as an interpreter.

All can be applied for before any trial, however the decision is that of the judge.

Equally as important as considering the vulnerabilities of those in our community is ensuring everyone within it is treated equally and fairly.

In order to ensure that this is the case The Equality Act 2010 promotes equality for the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Referring once again to the Gwent Police, Joint Strategic Equality Plan 2020-2024 document;

There are three aims of the Public Sector Equality Duty to which both the Office of the Police and Crime Commissioner and the Constabulary must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

Asking each and every contact a few simple questions such as how would they define their own ethnicity, self-defined ethnicity can often be very different to that perceived by others. Would they prefer their correspondence in English or Welsh language.

As society and communities develop and diversify we can introduce questions regarding 'pronouns'. It is quite common in social circles today to ask a question along the lines of "how do you identify?" – something so simple, that would make a big difference to how that person feels their experience with a police officer has been.

At each custody suite there is a small, approximately A5 piece of laminated paper that many people may not give too much thought or consideration. However, this has in excess of 30 different languages listed, written in their appropriate language text in order that any foreign language speakers can identify to officers their language and if necessary a translator can be arranged either via the 'Language Line' telephone service, or in person if required.

All the awareness of social and legislative contexts, the responsibilities and procedures currently in place to support victims and witnesses through the criminal justice system are significantly improved from as recently as 2010. The Equality Act has undoubtedly been a contributing factor in this progression however, as with any professional performance, or learning experience it is essential to reflect, scrutinise and reassess. However, external feedback and constructive criticism from a community, society or external agency is probably going to provide a more accurate understanding of the "reality" than self-reflection. In his article of October 8th 2020, for Forbes Magazine, the behavioural statistician Joseph Folkman wrote about his research in leadership development, "Is Practicing Inclusion And Valuing Diversity A Common Blindspot?" As a Student Police Officer I consider myself to be a developing leader within the community and therefore thought his findings were interesting. Folkman's study found that "it appears that about half of us seriously underestimate or overestimate our behaviour in this arena.

"The problem is that leaders, in general, think they are doing okay at valuing diversity and inclusion. The harsh reality is, some are very inadequate, and others are excellent, but both are unaware of how others see them.

This study strongly points out the benefit of leaders receiving 360-degree evaluations from others because those most in need of improvement are unaware they have a problem. It should also be noted that the most talented group is also unaware of its capabilities.”

An Independent Advisory Group (IAG) was established within many Police Constabulary following the Stephen Lawrence Enquiry, published in 1999. Gwent Police IAG recognises that “we have a higher than average proportion of disabled people living in Gwent, and a growing number of Welsh speakers. This diversity creates unique challenges for the police officers and staff that live and work here” (Gwent Police, 2022).

Gwent Police’s IAG meets four times a year and has two main functions – firstly to scrutinise service delivery (for example how well we are engaging with the public, or how a policy will impact on the local communities) and secondly to work alongside us in the event of a ‘critical incident’. A critical incident may be a serious crime, a policing operation, an event, or anything that may have an impact on public confidence or community relations.

Having an IAG helps to ensure that Gwent Police act fairly, without discrimination and consider how our actions will impact on communities.

(Gwent Police, 2022)

2241 Words

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 was tasked with dealing with an allegation of Criminal Damage.

The alleged offender was a teenage female that was living in the care of social services.

The female had returned to the address with her boyfriend and several dogs and wanted to spend some time in the home address.

Care staff explained that the female's boyfriend was very welcome, however they would not be able to bring the dogs into the home.

A verbal argument ensued and after a short time the teenager lost her temper, ripped a number of posters from a wall mounted notice board. Took a wall clock from its position and threw it at the floor, causing it to smash into many pieces. Then, standing with her back to a locked door, kicked the door on it's narrow glass panel multiple times, with the sole of her shoe in a very aggressive manner. The glass was broken within the door, and the repeated kicking caused damage to the door frame to the extent that it needed replacing.

The incident was witnessed by two members of staff, and captured in its entirety on very good quality CCTV from within the home.

The care provider responsible wished to make a complaint of criminal damage.

The National Decision Model is deemed relevant for all policing decisions. This cyclical process emphasises the importance of the code of ethics and can be applied in every policing situation.



The National Decision Model as illustrated by The College of Policing (2022)

Using the Code of Ethics as a point of reference throughout the decision making process means that police officers are considering these factors;

- Accountability – you are answerable for your decisions, actions and omissions.
- Fairness – you treat people fairly.
- Honesty – you are truthful and trustworthy.
- Integrity – you always do the right thing.
- Leadership – you lead by good example.

- Objectivity – you make choices on evidence and your best professional judgement.
- Openness – you are open and transparent in your actions and decisions.
- Respect – you treat everyone with respect.
- Selflessness – you act in the public interest.

Ensuring we work to these processes should result in maintain public confidence, or what has more recently been discussed and termed 'legitimacy'.

The concept of legitimacy is complicated. Several researchers present different opinions on the meaning and conceptualization of the “slippery” concept (Hough et al., 2013; Bradford et al., 2014). Most of them agree with the distinction between normative and empirical legitimacy. Normative legitimacy exists when authorities meet certain objective criteria, like the absence of corruption. In contrast empirical legitimacy is based on the perceptions of civilians. In this sense, it is possible for an authority to be perceived as legitimate, while objectively it does not meet the criteria for legitimacy that are normally accepted within a democratic society (Hough, 2010)

(Noppe et al, 2017, p.474)

Within my investigation the CCTV evidence was very clear and captured the entire incident. When added to the statements of the two staff members this appeared conclusive.

However, prior to arranging the voluntary interview for the alleged offender I was sure to consider the NDM process;

Had there been other witnesses? Had the alleged offender had any previous involvement with police, possibly for damage or violence? Would they be a threat to me? What were the options with regards to processes of dealing with the allegation and also the alleged offender?

When making contact with the alleged offender I was extremely conscious to treat her fairly stating phrases such as “there has been an allegation made” and “I would like to speak with

you to hear your side of the story". I was respectful in how I spoke with the teenager, and being honest, I did tell her that I had viewed some CCTV footage of the incident.

The Criminal Procedure and Investigations Act (1996) was introduced to standardise the management of information within criminal investigations.

The act defines a criminal investigation as; "and investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it" (CPIA, 1996)

Initially the key points I needed to bear in mind within my role can be summarised as exploring all potential lines of enquiry, "Record, Retain, Review, Reveal" and the disclosure of unused material.

Within my role and responsibilities as an investigating officer or officer in the case is to explore all possible and potential lines of enquiry. Probably the most important consideration at this stage is impartiality – I will discuss the potential impact of bias later in this essay. Gathering any evidence that is relevant to the case is the first priority, regardless if this provides information that supports the 'victim' or the alleged 'offender'. Throughout the investigation all information that may be relevant to the case must be recorded.

Recorded can refer to items such as audio or video recording such as body worn video evidence, photographs, interview recordings and the notes taken within interview.

Recorded can also refer to items of property that may have been seized in a search of a home; what was found, specifically where in the home was this found, at what time/date and by whom. Who was this material handed to? Using this example of the search of a home, a Contemporaneous Record of Search document would be completed this would record;

- Date and Time of the search.
- The power used that permits the search.
- The address being searched.
- Details of the officers involved.
- Details of the resident that received their copy, or where the copy was left.
- Regarding the items that may have been found/seized within the search;
 - The time the item was found.
 - The serial number of the bag/tag.
 - The seizing officer details.

- A description of the article.
- Specifically where the item was found.
- Any comments regarding the item or its location that may be relevant.
- At the conclusion of the search the time should be noted, and all involved officers sign.

Record can also refer to simply keeping track of the material relevant to the case or any enquiries made such as house to house, CCTV, public appeals – any actions that have been taken.

Retain. Quite simply how the information or material is kept. Similar to some areas of recording;

Material may be photographed, video recorded, captured digitally or otherwise retained in the form of a copy rather than the original at any time, if the original was supplied to the investigator rather than generated by them and is to be returned to its owner; or the retention of a copy is reasonable in the circumstances.

Crown Prosecution Service (CPS), 2021

Retention of what is described as 'negative information' should also be retained as this may be more pertinent than initially thought. The CPS provide the following examples of negative information:

- A CCTV camera that did not record the crime/location/suspect in a manner which is consistent with the prosecution case;
- Where a number of people present at a particular time that an offence is alleged to have taken place state they saw nothing unusual;
- Where a finger-mark from a crime scene cannot be identified as belonging to a known suspect; and
- Any other failure to match a crime scene sample with one taken from the accused.

This 'negative information' must be shared, or disclosed to the defence. If this is not adhered to the defence can claim an 'abuse of process'.

Within this specific investigation I had the two witness statements and the high quality CCTV footage clearly showing the offender committing the offences.

These were declared to the solicitor of the suspect prior to interview through a completed MG6A form ensuring that disclosure was clear from the outset.

The suspect interview was carried out using audio and video recording equipment which would be stored digitally.

Within the interview the CCTV footage was shown to the suspect. Initially she stated that she did not want to watch the video recording of the incident, I asked why not and she replied that she would be embarrassed at having to see the behaviour. This surprised me for a number of reasons. Having watched the footage several times prior to the interview I considered that I would be discussing the events with a petulant child that was not remorseful whatsoever.

I had despite my best efforts had an element of unconscious bias before the interview.

Unconscious bias is triggered by our brain automatically making quick judgements and assessments. They are influenced by our background, personal experiences, societal stereotypes and cultural context. It is not just about gender, ethnicity or other visible diversity characteristics – height, body weight, names and many other things can also trigger unconscious bias.

(Imperial College London, 2022)

The Imperial College London website presents three common types of unconscious bias that would be relevant to consider when dealing with policing incidents;

Affinity or similarity bias

This bias can be described as the tendency to favour people who are like you in some way. For example, when hiring people, we may favour candidates who are similar to us or seem familiar, considering them a 'good fit' for the team. Instead we should value diversity and be asking what will this person add to our team?

Confirmation bias

Once we make a decision or form an opinion, we tend to look for, and value, further information that confirms this. You can think of confirmation bias as 'cherry picking' or 'wishful thinking'. We may end up interpreting things in a certain way, or ignoring other information that contradicts our confirmation bias. This can cause problems in the workplace if we fail to notice an issue or make misjudgements.

The halo effect

This occurs when one perceived positive feature or trait makes us view everything about a person in a positive way, giving them a 'halo'. However, we may not actually know that much about a person, and the halo effect can lead us to ignore other aspects. This is something to consider when making formal assessments for

example. The 'horn effect' is the opposite when we focus on one particularly negative feature.

Maintaining my awareness of these biases, and recognising them, were key to ensuring that my decision making processes were not influenced by them.

However, when considering the many points discussed throughout this essay one should not overlook the role of discretion within the decision making process;

Discretion: freedom or authority to make judgements and to act as one sees fit (esp. in at one's own discretion, at the discretion of).

Collins English Dictionary, 21st Century Edition.

Opportunities to use one's own discretion I would suggest are more evident with both life and career experience. Within my limited experience and exposure to policing incidents, rarely is an incident very clearly black and white – the middle, grey area is more often than not where police officers find themselves operating. This may be that it is one word against another with little or no evidence, to support either version of events. It may simply be balancing the 'cost' of investigating, potentially committing significant sums of money to something that is not in the public interest.

Discretion could be used in a range of scenarios. I applied my discretion within a different situation in my time with my tutor. A was dealing with a family for a separate offence, and whilst updating them they informed me that their ten year old child had bought a £10 water gun with his pocket money. A second ten year old from the same neighbourhood was named as having deliberately broken the water gun by picking it up and smashing it to the ground and stamping on it. The parents wished to make a complaint of Criminal Damage. I asked if they would allow me to address the issue before making their complaint. Attending the home address of the named offender I explained what had happened and asked if the child or parents would reimburse the 'victim' his £10. They did so.

I did not consider it was in the public interest to fund an investigation into this if I could resolve it swiftly. Also I considered the effects of exposing the 'offender' child to an investigation, potentially an interview when he could be disciplined by his parents regarding this issue.

Within the incident regarding teenage female accused of the criminal damage to the clock and the door. I referred to the various police intelligence computer systems and ascertained that she had no previous incidents of a similar nature.

Within the interview questioning, specifically the 'responsibility question' the female admitted the offence.

Within her comments when I played the video of the CCTV footage that had captured the event's she had stated she was embarrassed. It was at this point that a discretionary avenue opened for me to deal with an incident and an offender that seemed to me to be the most appropriate.

As the teenager had both admitted the offence and appear remorseful I could refer her to the Youth Offending Service – this option is only available if the offender meets the two previous parameters. As opposed to criminalising a frustrated, angry, emotional teenager for her first offence she would instead engage with a team of professionals whose specific aim is to "stop offending and re-offending in young people by challenging their behaviour and raising awareness of the consequences of offending/anti-social behaviour, helping young people take responsibility for their actions and ultimately help young offenders to break the cycle of re-offending and move forward in positive ways." (Monmouthshire and Torfaen Youth Offending Service)

In conclusion, I feel that this specific incident was a good reflection of my decision making process, whilst adhering both to the NDM and CPIA guidance. I was aware of my unconscious bias and the impact this may have had on how I dealt with the offender.

However, given my limited policing experience all these processes and factors afforded me the confidence to use my own discretion. I can only hope that the teenage female understands the reasons for the course of action I took and that this will increase her, the care provider and the wider community confidence in Gwent Police and my ability to deal with an offender with a common-sense approach.

2401 Words

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
INTERVIEWING	Self Reflection. Act as No.2 with good interviewers, such as CID officers. Offer/Volunteer to take more interviews, handovers. Watch interviews of good interviewers such as CID	Tutor, Shift Sergeant, Senior Officers on shift. Other departments.	12 weeks
STATEMENT TAKING.	Self Reflection. Volunteer to take statements via Voluntary Attendance for colleagues. Request constructive feedback from shift sergeant.	Tutor, Shift Sergeant, Senior Officers on shift. Other departments.	12 weeks
Mental Health Legislation, Police roles and responsibilities	Self study of Mental Health Act. Liaise with Mental Health Professionals/Triage based in FCR.	Tutor, Shift Sergeant, Senior Officers on shift. Mental Health Triage	12 weeks

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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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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: _ DavePovall_ (Learner, Electronic signature or type name)

Date: _ 11th JULY 2022 _