

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
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:

Following on from my initial six months of learning and since being attested as a Police Constable, at the beginning of my training, I have developed and applied strategies to ensure that I am resilient and able to minimise stress.

I will discuss the coping strategies that I adopted in order to develop resilience and minimise stress and I will compare the different strategies that I employed in order to achieve this. I will reflect on whether or not the strategies that I adopted worked for me. I will also outline why resilience and stress management is important for my role as a Police Officer.

'Resilience' is defined as, "(of a person) recovering easily and quickly from misfortune or illness" (Collins English Dictionary, 2015, p. 677). 'Stress' is defined as, "mental, emotional, or physical strain or tension" (Collins English Dictionary, 2015, p. 797).

Police Officers are expected to deal with stressful situations on a daily basis. Being a Police Officer involves dealing with disputes, entering violent situations, attending incidents where there may be casualties or fatalities, attending deaths and informing family members of deaths. Response Officers in particular will often be attending incidents where they are given only brief circumstances prior to their attendance at the incident. The element of not knowing exactly what they will be walking into can be extremely stressful.

Whilst attending a variety of incidents on a daily basis, Police Officers have to manage and minimise their own levels of stress whilst also being mindful of how incidents and their circumstances are affecting the other people involved. For example, Police Officers will be tasked with managing the stress levels and reactions of victims, witnesses and suspects involved in incidents (Bryant *et al.* 2019, p. 110).

The nature of the role of a Police Officer requires a person to be able to manage and minimise stress effectively and also to be resilient. Resilience is necessary in order for Police Officers to be able to continue to attend incidents which are likely to induce high levels of stress. Response Officers in particular will often attend one call after another in quick succession with little or no time to reflect on the incident themselves or with their colleagues or peers.

During my initial six months of training and since being attested as a Police Officer, I felt under pressure due to the amount of learning and the workload that I was required to complete. I also felt under pressure due to circumstances in my personal life. A career change could be considered a stressful and anxious time for most people. However, in addition to this, my peers and I had to adapt to a new way of learning and training due to the Coronavirus pandemic. This meant that a lot of our learning was undertaken at home, affording us less time to get to know each other and provide each other with support.

I have worked in previous roles where the workload has been intense and time management was integral to keep my stress level to a minimum. The additional factors of learning new topics in a relatively short space of time and dealing with issues in my personal life meant that I felt under a great deal of pressure. In order to deal with this, I adopted two coping strategies, to alleviate my anxieties and to keep my stress levels to a minimum.

The first strategy I adopted to develop resilience and minimise stress was exercise. I have always exercised frequently however, I found that when my stress levels were rising, exercise helped to mitigate stress and anxiety. Personally, I started to feel stressed when I felt overwhelmed, or if I felt that I was losing control of a situation or task. Following a workout, usually running or yoga, I found that I felt less overwhelmed and more calm and rational, which meant I was better prepared to tackle learning and revision.

Research shows that physical activity has an impact on mental wellbeing. The Mental Health Foundation states that, “participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and improving the quality of life of people experiencing mental health problems” (How to look after your mental health using exercise (Mental Health Foundation, 2015).

The Mental Health Foundation also states:

Physical exercise can be very effective in relieving stress. Research on employed adults has found that highly active individuals tend to have lower stress rates compared to individuals who are less active.

How to look after your mental health using exercise (Mental Health Foundation, 2015)

I found that physical exercise helped me to clear my thoughts, which enabled me to think more clearly about the tasks that required completion. This made it easier to approach any task in a calm manner, rather than feeling stressed and overwhelmed.

The second strategy I adopted to develop resilience and minimise stress was seeking support from peers and family members. Discussing issues that caused me stress with my peers helped because I found it reassuring to know that I was not alone in feeling overwhelmed by the workload. I also found it useful to discuss different methods of working and managing time with my peers. My training cohort were very supportive and we often gave each other constructive feedback and offered advice on topics that some of the cohort found difficult. I would discuss issues that caused me stress in my personal life with family members. They were able to offer potential solutions to problems and would offer advice to minimise stress.

Often just discussing issues with somebody made me think about the situation in a more rational and calm manner.

The International Journal of Mental Health Systems states:

Social support is the care or help from others that an individual can feel, notice or accept. As an important environmental resource in an individual's social life, social support affects a person's physical and mental health and behaviour patterns, and has a very close relationship with the generation, development, control, and prevention of depression. A good social support can provide protection for an individual under stress and has common gaining function on maintaining an individual's good emotional experience.

Social support moderates stress effects on depression (International Journal of Mental Health Systems, 2014)

Discussing personal or work-related issues with peers or family members is integral in developing resilience. Resilience is essential to succeed, not only as a Police Officer, but in any role we undertake. Research shows that developing strong connections with peers and family members helps to develop resilience. Mind Tools states:

People who have strong connections at work are more resistant to stress, and they're happier in their role. This also goes for your personal life: the more real friendships you develop, the more resilient you're going to be, because you have a strong support network to fall back on.

Developing Resilience Overcoming and Growing from Setbacks (mindtools.com)

On reflection, applying these two coping strategies - exercise and seeking support from peers and family members - proved to be successful for my development of resilience and minimising stress. I have continued to utilise these two coping strategies after my initial six months of training and feel that they have been particularly beneficial to me since becoming an operational Police Officer.

To conclude, research shows that exercise and physical activity is beneficial in reducing stress and developing resilience. I can personally attest that this has been beneficial for me. Resilience is integral in order to successfully carry out the role of a Police Officer, due to the nature of incidents that Police Officers are expected to deal with on a daily basis.

Support from peers and family members also assists in reduction of stress and developing resilience. This is also evidenced by research. I also found this coping mechanism to be very beneficial for me personally. I have continued to discuss issues and topics which induce stress with peers and family members. Having these discussions has alleviated stress and allowed me to overcome any difficulties I felt I was facing.

Word Count: 1,357

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 will be discussing, critically assessing and reflecting on a policing incident involving conflict in which I played a significant role with the suspect and the victim. I will be critically assessing the incident and evidencing my understanding of the core issues arising from the incident. I will challenge my own ideas and the actions that I took. I will also describe and reflect on how my experience supports and also challenges existing knowledge.

I will reflect on the communication skills that I applied during this incident and describe and explain the actions I took as a result of the success of the communication skills utilised. I will describe the consequences that this had for both the victim and the offender.

I will describe the process that I employed for determining whether or not the use of force was necessary in this incident, which involved conflict between persons present at the scene. Theories which underpin the causes of conflict in incidents which involve intervention from police will be critically evaluated.

I will explore and explain the circumstances of this incident and how I dealt with them. This will require examination and analysis of the strengths and weaknesses of the skills I employed to deal with the incident and an explanation of how I intend to improve.

I was asked to attend, as an emergency, at an address where there was a domestic assault in progress. The information I was given by the control room was that the reporting person was the mother of the female at the address and that the female was involved in a physical altercation with her male partner. Upon arrival at the address, the female's mother was on the driveway waving officers into the address. When I entered the property, I turned into the first room where I witnessed a male who was pacing around the room, covered in blood. My colleague continued into the next room where I could hear a female screaming and shouting. I used my radio to contact the control room to request assistance from paramedics for the male's injuries. Initially, the male was agitated and angry. I used open questions to communicate with the male however, he appeared to be intoxicated and was unable to focus on answering my questions. I then asked him a series of closed questions that required only one word answers from him. This enabled me to ascertain the extent and location of his injuries. By this time, I had persuaded the male to sit on the bed and was able to have a more calm conversation with him. I began by asking him open questions to establish the circumstances of how he had come to be injured and what had happened.

The male was initially reluctant to discuss the incident with me and said that he did not require assistance from paramedics. The male advised me that he had been in trouble in the past and would not be engaging with police. At this point, I could hear the female making threats to stab the male from the other room. I entered the room that the female was in and told her that she was under arrest for making threats to kill. I asked her to turn around and put her hands behind her back and I placed handcuffs on her in the rear back to back position. I conducted a safety search of the female before escorting her to the rear of a marked police vehicle and my colleagues then conveyed her to custody.

I used the National Decision Model to determine whether an arrest was necessary and the level of force required if so. I gathered information from my colleagues, the male who was the victim and the reporting person to determine who the suspect was. In this incident it was the female. I established whether or not there were any health concerns or drug issues. In this case, both the suspect and victim were intoxicated and on arrival at custody, the suspect stated that she had taken an overdose. I tried to establish the circumstances surrounding the assault on the male and the extent of the injuries he had sustained. I also established who had witnessed the offence and whether the witnesses were willing to make formal statements. In this incident, neither of the witnesses would give a formal statement and did not support prosecution.

I continuously dynamically risk assessed the situation from the moment I was asked to attend the incident until its conclusion. Initially, there was a risk to officers in respect of their safety, as the reporting person had mentioned to the call operator that the suspect had used a broken bottle as a weapon. This also caused a risk to the persons at the address and I requested that other officers with taser assist. There were no children present at the address and following a person search of the suspect and victim, I ascertained that neither was a repeat offender or victim.

I considered the powers that I had to deal with the incident. A search of the address was not necessary, as the broken bottle that had been allegedly used as a weapon was immediately located and seized as evidence. Force policy states that positive action must be taken in all incidents of a domestic nature. In light of this, I deemed that arresting the suspect would be a positive action, as the suspect would be removed from the address thus preventing any

further risk of harm. I also deemed the arrest to be necessary to prevent further physical injury and to allow a prompt and effective investigation to be completed.

I considered my options, the only real option in this incident was to arrest the suspect. Although the victim had stated that he did not wish to pursue a complaint or make a statement, the degree of his injuries meant that simply removing the suspect from the address would not have been proportionate or justified in the circumstances.

I took action and decided to arrest the suspect for threats to kill. After establishing the full circumstances, I further arrested the suspect on suspicion of assault occasioning actual bodily harm, contrary to section 47 Offences Against the Person Act 1861.

Following the arrest, I returned to the male who had remained inside the address and I asked him to tell me what had happened. He continued to tell me that he did not wish to speak to police and that he was fine. I continued to ask the male a series of closed questions, which he did answer. I then started asking open questions, he also started to answer these questions. At this point I was using active listening skills, nodding whilst the male was speaking to me to encourage him to continue. I adopted a relaxed stance and ensured that I spoke to the male in a calm and controlled manner.

After approximately five minutes of conversing with the male, he apologised for refusing to speak to me and said that he understood that I was trying to help. The male maintained that he did not wish to make a complaint about the female and would not provide a statement but he agreed to tell me the details of what had happened at this incident.

On reflection, I realise that my use of active listening and non-verbal communication skills assisted in building a rapport with the male, which eventually meant he was willing to discuss the incident with me. I was mindful of my stance and tone of voice when speaking to the male, as I was aware that my attitude would affect his behaviour and attitude towards me. This is illustrated by Betari's Box. Betari's Box is a model which illustrates how peoples attitudes and behaviour whilst communicating with each other can affect how they respond to one another. (College of Policing, 2020, p. 12).

Betari's Box can be utilised in any situation, and I also utilised this model when dealing with the suspect. The female suspect was agitated, angry and violent when I first entered the room she was in. At first, I had to raise my voice when speaking with her as she was shouting herself and could not hear me speaking to her. I was then able to speak calmly to her and explain what was happening and why. When I began to speak calmly, she also calmed down and stopped shouting.

In making my decision to arrest the female suspect, I ensured that my actions were justified, proportionate, lawful, accountable, necessary and ethical. I also ensured that my actions complied with Code G of the Police and Criminal Evidence Act 1984.

When dealing with the suspect, I risk assessed the situation and was mindful of the level of injury she was alleged to have inflicted on the victim. For me, the most important factor was to ensure that the level of force used was relevant, justified and proportionate. I also considered my options so that I could ensure that I used the least intrusive method of disposal possible. As previously explained, I decided to arrest the suspect. I used tactical communication, which in this incident proved to be effective and the suspect was compliant

when I handcuffed her. I communicated with the suspect during and following the arrest. This ensured that the suspect was fully aware of what was happening and what would be happening next thus alleviating any anxieties or uncertainties, which could have led to her becoming agitated and angry again.

My interaction with the suspect demonstrates that the Betari's Box model effectively illustrates how your behaviour and attitude towards others affects how they respond to you. For me, this was the most useful learning that arose from this incident and I will continue to utilise my communication skills in future to resolve and diffuse conflict situations.

I chose to handcuff the suspect to protect her, the victim, myself and my colleagues. I considered the lawfulness of my actions, specifically in respect of the suspect's human rights, namely Article 5 of the Human Rights Act 1998 – right to liberty and security. I deemed that my actions were permissible as her detention was necessary following arrest. (Bryant *et al.* 2019, p. 65).

On reflection, the actions that I decided to take; arresting the suspect and building a rapport with the victim so that he was willing to discuss the incident with me, were effective in this situation. My purpose was to take positive action, safeguard the victim in line with force policies and conduct a thorough investigation of the circumstances surrounding the alleged domestic related assault. I feel that my purpose was achieved. I ensured that I made all decisions by using the National Decision Model whilst taking into account the Code of Ethics.

Blackstone's Handbook for Policing Students states:

The Code of Ethics is incorporated as a central feature of the National Decision Model. The Code comprises the standards of professional behaviour and the policing principles, and complements the Police Service Statement of Common Purpose and Values. Initial police training will frequently involve direct contact with both the public and fellow members of the extended policing family (eg PCSOs), so it is important that all trainees read and understand the Code because it applies to all areas of police work.

(Bryant *et al.* 2019, p. 75)

At the time, I felt that my use of communication skills worked very well to assist me in dealing with this incident. This is something I will continue to use in future incidents. Subsequently, I felt that I should have gathered initial information from the victim and then immediately dealt with the suspect, in order to remove her from the situation. I feel that I should not have spent as much time as I did trying to negotiate and build a rapport with the victim whilst the suspect was still shouting inside the premises.

If I found myself in these circumstances again, I would improve my response by gathering initial information quickly in order to ascertain what had happened. I would then deal with the suspect immediately and remove the suspect from the situation. I feel that this would be more beneficial to the victim and in this situation might have impacted on his willingness to discuss the incident with police and provide a statement of complaint. I would continue to abide by the principles of the Betari's Box model and I would continue to utilise the fundamental aspects of my effective communication skills.

This incident has had a positive impact on me as it has allowed me to analyse my working practices in an incident involving conflict. For me, the most useful elements were communicating with both the victim and suspect and adapting my communication skills in order to diffuse the conflict between them. I feel that I dealt with the incident professionally and I took accountability for my actions. I attempted to achieve the best outcome for all parties involved.

I will continue to use the National Decision Model to ensure that all decisions that I make are ethical and adhere to the Code of Ethics and the Codes of Practice. I will also continue to reflect on each incident to ensure that I learn and improve where necessary.

To conclude, I feel that my application of the fundamental elements of effective communication used proved to be effective in this incident. In future, I will continue to utilise verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills. For me, the most significant aspect of how I dealt with this incident was the communication skills I used and my awareness of the theory behind Betari's Box.

I understand and appreciate the importance of adhering to the Code of Practice and the Code of Ethics and I will continually use the National Decision Model to ensure that I achieve this. I will ensure that I continue to treat every individual with respect and courtesy and I will be mindful of culturally sensitive practices and language preferences they may have.

Word Count: 2,353

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 will be critically assessing, considering and reflecting on a policing incident in which I played a significant role with a victim and witness. I will also illustrate how policing values were engaged during this incident.

I will critically assess the incident including social and legislative contexts. I will also discuss any relevant cultural, ethnicity and language issues that were encountered during this incident.

I will consider and reflect on my responsibilities and procedures in line with the relevant Codes of Practice in order to support victims and witnesses through the criminal justice system.

Finally, I will illustrate how policing values were engaged to deal with this incident, as well as taking into account other considerations, including culturally sensitive practice and language preference.

I was asked to attend at an address where the reporting person's husband had been assaulted. The information I was given stated that the suspect had left the scene and I was given his general direction of travel and a description of the suspect. The reporting person had stated that her husband was not injured and did not require medical attention. As the victim was not injured, I decided to conduct an area search around the address and the location of the direction of travel for the suspect that had been provided, prior to attending

the reporting person's address. The area search was negative so I contacted the control room to request that they ask for Local Authority CCTV cameras in the area to be checked. It was noted that the suspect had travelled on foot in the direction of a train station and a supermarket. I requested assistance from my colleagues to search these locations and check their CCTV cameras. I then attended the reporting person's address.

The address was a takeaway restaurant and only the reporting person and her husband were in attendance. I asked them to explain what had happened. They explained that the suspect had walked by their glass fronted restaurant and then returned and stuck his middle finger up and shouted racially offensive comments at them. The reporting person's husband had shouted at the suspect to leave. However, the suspect then became more aggressive and was shouting at the suspect to go outside. The victim's wife had stepped outside the restaurant to tell the suspect to leave. The suspect had become more aggressive and so the victim stepped outside and stood between the suspect and his wife to protect her. At this point, the suspect punched the victim and continued to shout racially offensive comments at him. The suspect then walked away. The victim and his wife returned to the restaurant and contacted the police.

I asked the victim if they had CCTV cameras at the front of the restaurant, which they did. However, when I watched the footage, the assault occurred just out of shot of the cameras. They were able to capture a still image of the suspect walking past the restaurant prior to the assault. I exhibited this image and circulated it to my colleagues to potentially identify the suspect. I then confirmed that the victim and his wife wanted to pursue a complaint and wished to make formal statements and that they would be willing to attend court if necessary. I took the statements and advised them that the matter would be investigated and attempts would be made to identify the suspect and that I would keep them fully updated throughout the investigation process.

The victim informed me that he was a Muslim and that he identified as a black male. He spoke English but had difficulty answering some of the questions I asked him. I asked if he would like me to arrange for a statement to be taken with an interpreter however, he said that this would not be necessary as he understood everything clearly but sometimes struggled to think of the correct vocabulary quickly.

At the outset of this incident, my responsibilities were to treat the victim with respect and courtesy and to build a rapport with him and his wife, who was a witness. I ensured that I communicated with them both clearly and confirmed that they understood everything I was discussing with them. I also used active listening skills to ensure that they knew that I was engaged whilst they were giving me their accounts of the incident. I was responsible for identifying whether or not the victim was vulnerable. South Wales Police defines vulnerability as someone who is unable to take care of themselves due to their circumstances. However, there are other factors which may make the victim vulnerable and one of those factors is where a hate crime has been committed against the victim. Therefore, in this incident, the victim was deemed to be vulnerable.

I made a referral on behalf of the victim, with his consent, to Victim Focus, which is a Victim Support organisation. I was mindful of how the victim might have been affected by this incident and how it might have made him feel. The affects of being a victim of hate crime are outlined by Victim Support:

Experiencing hate crime can be a particularly frightening experience as you've been targeted because of who you are, or who or what your attacker thinks you are. Unlike non-identity related offences, the attack is very personal and specifically targeted, which means it's less likely to be a random attack.

Hate Crime (Victim Support)

I was also responsible for considering whether or not an interpreter was required. After discussing this with the victim, I concluded that an interpreter was not required.

On reflection, I feel that I used my communication skills effectively to ascertain as much information as possible from the victim and witness to be able to carry out a thorough investigation into the offence.

I ensured that I supported the victim and witness through this process and that I acted in-line with the Codes of Practice. For example, I provided them with information on what to expect from the Criminal Justice System. I made a referral on behalf of the victim, with his consent, to Victim Focus. I explained the process of making a Victim Personal Statement to the victim and completed this with him. I also explained that he could read his Victim Personal Statement himself in court or his legal representative would be able to do this on his behalf. I recorded that he would like his legal representative to read his Victim Personal Statement for him. I also provided the victim with my contact details and the incident reference number and confirmed that I would update him regularly on the progress of the investigation. Reflecting on this, I feel that I was professional and effective and that I gained the victim's trust and support.

I recorded the incident as a racially aggravated assault. I then completed the necessary documents to record this incident as a hate crime and notified the local hate crime officers.

The Crown Prosecution Service states:

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity.

These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

Hate Crime (Crown Prosecution Service)

It is not necessary for the victim to perceive that the offence that has been committed against them was motivated by hostility or prejudice based on the protected characteristics.

The Crown Prosecution Service's Hate Crime Strategy states:

The hate crime strategy is an overarching framework to address crimes that meet the National Police Chiefs' Council (NPCC) and the CPS agreed definition of hate crime which is:

“any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”

Hate Crime Strategy 2017 – 2020 (Crown Prosecution Service)

There are four core policing values which apply to all roles, they are underpinned by and linked to the Code of Ethics. The four core values are; transparency, impartiality, integrity and public service.

The College of Policing illustrates that transparency is linked to honesty and openness from the Code of Ethics principles. The value of impartiality is linked to the principles of fairness and objectivity. The value of integrity is in line with the principle of integrity. The value of public service is in line with the principles of respect and selflessness. (College of Policing, 2017, p. 9).

For me, the most important aspect of this incident was gaining the trust of the victim to enable him to give me a statement and to allow me to reassure him that a thorough investigation would be carried out. I also advised the victim that reassurance visits and patrols would be carried out as the suspect was still outstanding and the location of the incident meant it was likely that the suspect could re-visit.

The College of Policing sets out examples of behaviour that would constitute meeting the standards of professional behaviour and I have outlined how I feel that I have met these standards below:

On reflection, I feel that I was honest, open, sincere and truthful with the victim and the witness. I was truthful and open with them about what I would be doing and when explaining the process that would be followed. I ensured that I was transparent in making decisions and taking actions and confirmed that the victim and witness understood this. (College of Policing, 2014, p. 10).

I believe that I am impartial at every incident I attend. I treat all the people that I come into contact with fairly. I make choices about my actions and decisions based on evidence and I use my best professional judgement. Reflecting on this incident, I feel that I made the correct decisions and took the right actions. However, I do often put pressure on myself to make choices and decisions on my own. I recognise that this is unnecessary and will in future, consult my colleagues and supervisors for guidance, advice and clarification when required. (College of Policing, 2014, p. 8).

I act with integrity and endeavour to always do the right thing by taking into account ethics, human rights and discretion. I am also mindful that consideration of different factors will need to be taken into account in different circumstances and with different people. For example, in this incident, the victim’s ethnicity was an impact factor that had to be taken into consideration due to the offence being racially aggravated. The victim’s language preference also had to be taken into account.

I act within the public interest and am selfless when dealing with members of the public and incidents that they are involved in. I treat all persons, including victims, witnesses, suspects and my colleagues with respect and courtesy. For me, the most important learning that arose from this incident was my ability to recognise the particular needs of victims and witnesses for policing support. (College of Policing, 2014, p. 11).

As previously mentioned, I submitted a referral on behalf of the victim, with his consent to Victim Focus which is run by Victim Support. Due to the nature of the offence and the probability of the suspect re-attending the victim's address, I advised him to contact police immediately if the suspect returned. I also advised the victim to keep his premises secured and not to go outside if the suspect did return.

To conclude, having considered and reflected on my responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system; I subsequently feel that my actions and conduct in this incident were effective. I believe that I was trustworthy and sincere with the victim and witness and this helped with reassuring them that a thorough investigation would be completed. I also advised them that I would ensure that measures such as, reassurance visits, were in place due to the victim being identified as vulnerable.

I have illustrated how policing values were engaged in this incident and on reflection, I feel that I effectively implemented the four core policing values. I have also illustrated other considerations that I felt necessary to take into account when dealing with the victim in this incident, namely his language preference. I considered whether or not an interpreter would be required in order to obtain a statement from the victim. I was open, honest and transparent in my discussion around the victim's language preference. This allowed me to resolve the issue and make a decision in the victim's best interest and with his support.

Following reflection on how I dealt with this incident, I will continue to carry out my responsibilities and procedures in line with the relevant Codes of Practice in order to support victims and witnesses through the criminal justice system. I will also continue to engage the core policing values and consider the needs of the victims and witnesses to ensure that they are treated with respect and that their needs are met.

I will take from this incident the realisation that I do not have to make all decisions based on my own professional judgement alone. I will seek advice and guidance from colleagues and supervisors when attending future incidents, to ensure the best outcome for all parties involved in the incident.

Word count: 2,314

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 will be discussing a policing incident in which I played a significant role with an offender and a victim and I will reflect on what happened. I will critically assess the incident and reflect on how I applied the National Decision Model to assist with resolution of the incident. I will evaluate the role of officer discretion in the decision-making process of this incident.

I will determine my responsibilities with regards to the provision of the Criminal Procedure and Investigations Act 1996 when conducting this investigation, including when managing the offender and recording and retaining significant information.

I will illustrate how policing values were engaged and I will assess the potential impact of bias on the decision-making process of this incident.

I was asked to attend at an address where the reporting person had stated that she had been assaulted earlier in the same day. This was the only information I had prior to attendance. On attendance at the address the reporting person informed me that she had been receiving messages on her Facebook page and comments on her photos from a female who she knew lived in the local area. The reporting person explained that the content of the messages and photos was of a derogatory nature and that she had been upset by them. She also explained that she was not a friend or acquaintance of the suspect and never had been and she did not understand why the suspect would be making these comments about her.

The reporting person was unable to show me the comments or messages as she had deleted them to save the embarrassment and humiliation of her friends and family seeing them.

The reporting person went on to tell me that she had received a further comment earlier that day from the suspect, this again had been upsetting and humiliating to the reporting person. As a result, the reporting person had decided to attend the suspect's home address to question why she was being targeted by her.

The reporting person explained that when she arrived at the address, the front door was ajar. The reporting person explained that she had been preparing and delivering meals in the local community during the lockdown and was aware that this address was a house which was split into two flats. The reporting person had knowledge that the suspect lived in the upstairs flat and so she entered the communal hallway through the open front door, climbed the stairs and knocked on the internal front door of the upstairs flat.

The reporting person explained that the door was opened by the suspect who told her to move out of the way as she was on her way out of the address. The reporting person said that she returned to the hallway at the bottom of the stairs, where the suspect pushed her into a bicycle that was leaning against the wall and then punched her to the face. The reporting person stated that the suspect then left the address.

The reporting person had a small bruise above her right ankle, where her leg had hit the pedal of the bicycle and she had a bruise to her right cheek, where the suspect was alleged to have punched her.

I used the National Decision Model to assist with finding a resolution for this incident. The National Decision Model comprises of six key elements; the Code of Ethics, information, assessment, powers and policies, options, action and review. (College of Policing Authorised Professional Practice, 2013, p. 3)

I gathered all the information and intelligence that was available to me. I did this by taking a first account from the victim. There was no evidence available of the messages that had been sent. The victim had sustained injuries but did not require medical attention. The suspect's details were known, thus allowing checks to be completed on her prior to officers attending at her address. The victim confirmed that she would have been willing to make a statement but would prefer for officers to attend and speak to the suspect rather than make a formal complaint.

I assessed the threats and risks involved. The victim was now safe and well at her home address and was advised not to re-attend the suspect's address and to block all contact from the suspect on her social media accounts. There was a risk of the suspect attending the victim's home address. The victim explained that her address was on her social media accounts as she runs a cake business and customers were able to collect items from her home. In light of this, the victim was advised to ensure that all doors and windows were locked and secure. She was advised to contact the police immediately if the suspect turned up at her address.

I considered the powers and policies available to me. A power of arrest could have been utilised, the necessity would have been to prevent physical injury and to allow a prompt and effective investigation to be conducted. However, the victim had stated that she would prefer

not to make a formal complaint. Therefore, I considered less intrusive methods of resolution for this incident, namely the restorative justice process.

I considered my options, which were arresting the suspect or completing the restorative justice process with the victim and suspect. If the suspect was unwilling to participate in the restorative justice process, my contingency would be to effect an arrest.

The action I chose to take was to complete the restorative justice process with the victim prior to attending the suspect's address to complete the process with her. I fully explained the process to the victim and she was in agreement that this would be the best option. I explained that there was potential for the suspect to be unwilling to participate in the process and then I would have to consider making an arrest. I explained that this would mean that I would have to return to take a statement from her. The victim confirmed that she understood but again stated that she would prefer if the suspect could just be spoken to by police.

I attended the home address of the suspect, she admitted that she had punched the victim but stated that she had lost her footing on the stairs and fallen into the victim, accidentally hitting her in the face and pushing her into the bicycle. The suspect was willing to engage and agreed to complete the restorative justice process.

On reflection, I feel that a successful outcome was achieved for both the victim and the suspect. The victim did not wish to attend court but did want the suspect to know that the matter had been reported to police. The suspect was dealt with by the least intrusive method possible. I feel that utilising the National Decision Model greatly assisted the decision-making process for me during this incident and helped to achieve a successful resolution. I will continue to use the National Decision Model for during future decision-making processes.

Blackstone's Handbook for Policing Students states:

Police officers are not robots, programmed to respond to every crime they encounter by arrest and charge, and policing is about more than law enforcement; it is carried out in the public interest with a view to securing primarily a more peaceful society. In terms of good policing, law enforcement is just one means to an end, and would be inappropriate in some contexts. For example it would not be practical or legitimate to arrest and charge for every offence because it could undermine the relationship between police and public.

(Bryant *et al.* 2019, p. 80)

I used my discretion in this incident not to arrest the suspect. On reflection, I believe that this was the correct action as utilising the least intrusive method of disposal was in the best interest of both the victim and the suspect. I also used my discretion not to issue the victim with a fixed penalty notice under the Coronavirus Regulations, for attending the suspect's address during a national lockdown. I engaged with and explained to the victim that she should not have done this. I advised her that should she be found to be travelling unnecessarily in future, enforcement of the Coronavirus Regulations would be considered.

My responsibilities with regards to the provision of the Criminal Procedure and Investigations Act 1996 when conducting this investigation was to examine all reasonable lines of enquiry. I did this by taking an account from the victim and gathering as much information as possible from her. As stated above, the messages that had been sent had been deleted, unfortunately

there was no further evidence of these. I photographed the victim's injuries, with her consent. I also attended the address of the suspect and gathered as much information as possible from her. She did not deny the assault had occurred but gave an explanation as to what had happened and stated that this was accidental. Given that the victim had stated that she did not wish to make a formal complaint about the messages or the assault. I did not deem it necessary to arrest the suspect and seize her mobile phone to attempt to download its content. As the decision had already been made to deal with this incident by completing the restorative justice process. The restorative justice process was recorded and linked to the case file.

The Criminal Procedure and Investigations Act 1996 states:

In conducting an investigation, the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect. What is reasonable in each case will depend on the particular circumstances. For example, where material is held on a computer, it is a matter for the investigator to decide which material on the computer it is reasonable to inquire into, and in what manner.

Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of Practice
(Ministry of Justice, 2015, p. 10)

In addition to taking a first account from the victim, I recorded the information she had given me in respect of the suspect. I used this information to conduct a person search of the suspect and her records confirmed that she was the correct person, living at the address the victim said that she had attended. There was no CCTV available in the vicinity of the suspect's address and house-to-house enquires all proved negative. I made a record of the negative house-to-house enquiries. I uploaded the photographs I took of the victim's injuries to Evidence.com as soon as I returned to the police station and I linked these as exhibits to the case file. As the victim had been reluctant to make a formal complaint, I recorded her first account on my electronic pocket note book and requested that she sign it, which she agreed to do. Following completion of the restorative justice process with both the victim and that suspect, I recorded all the actions I had taken, along with the rationale for the decisions I had made on the occurrence log. (Bryant *et al.* 2019, p. 554).

In relation to suspect or offender management, as previously discussed, I used the National Decision Model to conclude that the best outcome in this incident would be to deal with the suspect by way of the restorative justice process. I conducted a person search to check for any warning markers or information that would be necessary to dynamically risk assess the situation prior to officers attending at the suspect's address.

During the decision-making process in any and every incident, there is potential for bias to impact the process. This is why it is beneficial to use the National Decision Model, as the Code of Ethics underpins this model. During my decision-making process, I engaged the four core values; transparency, impartiality, integrity and public service.

On reflection, I believe that I was transparent throughout the decision-making process. I ensured that my rationale was clear and recorded and I explained this to all persons involved in this incident and ensured that they understood. I took into account the opinions of others, such as the victim and my colleagues. I also maintained the confidentiality of all parties. (College of Policing, Transparency, 2021).

I feel that I engaged the value of impartiality in this incident by considering the needs of the victim and the suspect when deciding which method of disposal would be appropriate under the circumstances. I gave both the victim and the suspect the opportunity to express their views without prejudice. I ensured that my decision-making was fair and objective and that everyone involved understood the rationale behind my decisions. (College of Policing, Impartiality, 2021).

I believe that I act with integrity in all situations. I adhere to the values and the Code of Ethics in every aspect of my role. I document my rationale and the decision-making process and am open to challenges in respect of this. (College of Policing, Integrity, 2021).

I endeavoured to act in the best interests of all parties involved in this incident, I did this by communicating with both parties to gain an understanding of their individual needs and requirements. I always treat people with respect and courtesy. (College of Policing, Public Service, 2021).

To conclude, I have reflected on how I applied the National Decision Model in this incident in order to find a resolution. I feel that the learning I gained from this incident will benefit me at future incidents due to the successful resolution of the incident for both parties based on the decision that I made in respect of what actions to take.

The role of officer discretion is very important to the decision-making process. As is evident in this incident, effecting an arrest is not always the most appropriate action to take. Therefore, utilising my discretion allowed me to dispose of this incident in a less intrusive manner, which I consider to be in the best interests of both the victim and the suspect.

I have outlined my responsibilities in line with the Criminal Procedures and Investigations Act 1996 and confirmed how I met these obligations.

Finally, I have illustrated how I engaged the four core policing values by using the National Decision Model to eliminate the potential impact of bias on the decision-making process.

Having reflected on this incident, I feel that the most useful learning resulted from utilising the National Decision Model. I will continue to utilise the Model in future incidents and in my day-to-day role as a police officer.

Word Count: 2,424

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
Handcuffing	I will continue to practice the technique outlined in officer safety training. I will take every opportunity to be the arresting officer where appropriate.	Tutor constable and colleagues.	One month.
Stop and Search	I will take every opportunity that arises to conduct stop and searches on individuals. I will practice on my colleagues.	Tutor constable and colleagues.	One month.
Searching vehicles	I am yet to search a vehicle. I will use my training to ensure that I use the correct searching method and will take every opportunity to make a search, where necessary.	Tutor constable and colleagues.	One month.

Bibliography

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

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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: _ R TAYLOR _ _ _ _ _ (Learner, Electronic signature or type name)

Date: _13/03/2021_ _ _ _ _