

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

6,500 Words

(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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 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 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

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.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Hornor defines resilience as the 'overcoming of stress or adversity' and goes on to explain that stress is subjective to an individual, in terms of both experience and severity (Hornor, 2017, pp.384-385). However, those with effective stress controlling strategies, alongside higher confidence in their coping abilities and skills, frequently see lower levels of stress; reflected by decreased levels of burnout, depression, anxiety and days of sick leave (Olff, 1999, p.9). Carr reinforces the relationship between our stress coping mechanisms and how these determine why some 'bend, some break and others bounce back', re-emphasising the relationship between effective stress coping strategies and building resilience (Carr, 2014, p.79). Thus, we can deduce that with effective stress coping strategies, we can manage stress and, in turn, develop resilience. In this essay, I will discuss and compare the coping strategies I have utilised and believe to be effective in controlling stress and developing resilience.

Stress takes a toll on one's health, and it is paramount that we develop strategies to tackle and minimise the impact of stress on our bodies. Hughes et al emphasises how keeping an eye on your level of exercise is a pivotal stress coping strategy (Hughes et al, 2018, p.384). After exercising, I have a more positive psychological mindset; this is due to the proven positive effects of physical exercise, including improvement in general mood and cognitive functioning (Tsatsoulis and Fountoulakis, 2006, p.205). The positive effects attributed to exercise, as highlighted by Tsatsoulis and Fountoulakis, is what allows for a reduction in emotional intensity (NHS, 2022), and true to Carr's work, enables me to 'bounce back' from stress (Carr, 2014, p.79). Physical exercise has been shown to be an overwhelmingly successful stress coping strategy, with Tsatsoulis and Fountoulakis touching on a study's results that demonstrated from 32,000 individuals, less active persons were twice as likely to report high stress levels (Tsatsoulis & Fountoulakis, 2006, p.206). They argue physical exercise is an effective stress combating strategy by recommending physical activity should occur daily to 'counteract negative consequences of our stressful environment,' (Tsatsoulis and Fountoulakis, 2006, p.208). This argument reiterated by Edenfield and Blumenthal, where their work exemplifies how physical exercise can decrease the 'stress reactivity' and a higher level of physical activity allows for quicker recovery post-stress exposure (Edenfield and Blumenthal, 2011, p.304). In times of stress, the body will mobilise a great amount of energy as it enters fight or flight mode; therefore, it is paramount we utilise this energy to avoid chronic stress, and therefore build resilience (Lupien, 2012, p.160). Furthermore, based on my personal experience of physical exercise successfully as a form of stress management alongside the scholars' work noted, I believe physical exercise is an effective

stress coping strategy. Physical exercise has been shown to reduce stress levels and generally improves one's mental wellbeing; therefore, allowing resilience to be developed.

Hughes et al. highlight that managing procrastination is a key factor in effective stress management and building resilience. They go on to emphasise that the inactivity from procrastination may trigger 'significant anxiety and worry' which may lead to increased levels of stress; therefore, to ensure we manage stress and develop resilience, it is imperative we manage procrastination (Hughes et al., 2019, p.357). Hughes et al. continue by advising the readers on how to tackle procrastination, and as a byproduct manage stress, by scheduling and planning (Hughes et al., 2019, p.359). From personal experience, whilst on response, I have found making lists of daily outstanding tasks to be an effective stress coping strategy. Given the nature of response, with several cases ongoing simultaneously and varying deadlines, it can feel extremely overwhelming. Feeling out of control is one of the main causes of stress and lack of wellbeing; therefore, harnessing the feeling of feeling out of control is imperative to managing stress and in turn developing resilience (NHS, 2022). However, having a list allows for a structured day. Hughes et al., reiterate this, stating a schedule or plan makes your tasks feel 'less daunting' (Hughes et al., p.359). Steel also exemplifies the argument that having a more tangible grasp on outstanding tasks, in the form of a schedule or plan omits procrastination; thus, operating as an effective stress managing strategy and developing resiliency. Therefore, to manage stress and develop resilience, Steel advises readers to see goals in detail and concretely to refrain from procrastinating (Steel, 2011, Chapter Two).

A problem shared is a problem halved is a saying frequently used, however it is one I have found to be true in my role as a police constable. I have developed resilience and minimised stress confiding in colleagues, friends and family. Seaward touches specifically on external resources such as friends and family as an effective coping strategy (Seaward, 2018, p.210). I have found when I feel stressed, discussing the next practical steps to resolve the issues decreases my stress levels and builds resilience. The NHS' website reinstates this, as it advises during times of stress to talk to family and friends, which in turn may offer a solution to your issue (NHS, 2022). I find simply stating aloud what I am feeling stressed by leads to a realisation that, alongside other coping strategies, it is achievable. Communicating with colleagues, friends and family regarding emotional wellbeing is reiterated as an effective stress coping strategy in Lupien's work, as they state those who receive sufficient emotional and social support produce fewer stress hormones than those who do not (Lupien, 2012, p.147). Hughes et al., argue a lack of communication leads to the internalisation of issues. Explaining to others how we feel and its impact on us can offer a 'positive dividend' and can lead to sharing pressures and workload demand (Hughes et al., 2019, p. 5).

To summarise, I believe the stress coping strategies I have utilised to manage stress and in turn develop resilience are physical activity, creating tangible list of outstanding tasks and communicating with others. I do not believe that one stress coping strategy is more effective than the other; rather, I believe all strategies work together harmoniously. I believe that utilising physical activity to manage stress and build resilience ensures my body and brain benefit from the biological side effects. Whilst creating tangible goals and writing these down successfully breaks down tasks and minimises stress, thus building resilience. Finally, I believe communicating with friends and family offers an emotional release, as well as possible alternative solutions. Therefore, to conclude, I believe all three stress coping

strategies conjointly have ensured my stress has been well managed and my resilience has been built whilst in my role as a police constable.

WORD COUNT: 1101

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.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay, I will critically assess, using Borton's Developmental Framework (Borton, 1970), (Copley, 2011, pp.58-61), an incident involving conflict that I attended as a Police Constable. I will reflect on the communication skills I had used to effectively communicate and dispel the conflict that arose. Additionally, I will touch on the legislative context of the Hate Crime I had attended as well as relevant language and ethnicity issues.

I had attended an incident where a victim had been involved in conflict due to a child calling the victim repeatedly. The victim stated she believed she was being directly and repeatedly targeted based on her membership of a racial group; thus, the incident met the threshold for the offence as a Hate Crime (Crime and Disorder Act, 1998). Under legislation a Hate Crime needs only to be perceived as a Hate Crime by a person; and in this case the victim perceived it to be.

It was clear there were several issues at hand which needed to be addressed. These included speaking to the suspect and giving words of advice; as requested by the victim. The victim also emphasised her want to move address to escape the feeling of hostility in the community. A blanket issue that encompassed the entirety of this incident was the language barrier between myself and the victim. The College of Policing notes a lack of fluency in English as an aspect which may lead to communication difficulties (College of Policing, 2020). In this essay, I will reference the issues above, explaining the actions taken, drawn from scholarly theories, critically assessing the outcomes and developing learning outcomes.

Firstly, I will discuss the issue of speaking to the suspect. The victim had communicated with officers she did not wish to enter the route of criminalising the suspect, due to the suspect's age. Therefore, officers took the approach of delivering words of advice. When attending the

address to speak to the suspect, I was mindful of my attitude and the suspect's age; thus, I concluded the suspect required educating on the impact her actions. When attending, I drew on Betari's Box model (College of Policing, 2020), ensuring I was highly attuned to my attitude entering the property and speaking to the suspect. Betari's Box demonstrates how my attitude affects my behaviour, which in turn affects the suspect's attitude and behaviour. It is my responsibility to recognise my attitude, and therefore behaviour, and adjust it accordingly to ensure it does not impact the attitude and behaviour of the suspect; consequently, breaking the potential negative cycle iterated by Betari's Box model (NHS, 2015). I recognised by entering the property and speaking to the subject with a negative attitude, and thus negative behaviour, this would be mirrored back; furthermore, allowing for ineffective communication and breeding conflict.

When reflecting on this, I believe my behaviour and attitude had a significantly positive impact on the overall communication between myself and the subject, as we did not enter a negative cycle of communication or conflict; instead, I modelled my behaviour based on what I would prefer to receive (Fisher, Ury and Patton, 2012, pp.67). Wall argues to be an effective Police Constable, we ought to control the demeanour we project to control the ambience of our communication (Wall, 2019, p.12). Having entered the property calmly and educating the subject on the impact her actions had on the victim, and possible adverse legislative impacts on herself, I could sense the subject understood and empathised with the victim; thus, I believe my communication was effective in managing conflict as I successfully controlled my attitude, and therefore the ambience.

I also made use of the LEAPS model to ensure effective communication and minimisation of conflict by asking open questions such as, 'How do you think your actions made the victim feel?' (College of Policing, 2020). I believe using certain aspects of the LEAPS model, such as open-ended questions and not interrupting allowed for effective communication and for the subject to reflect on her actions, as well as feel empathy for the victim (NHS, 2015). It is argued that for effective negotiation and communication, a combination of being firm and open is necessary (Fisher, Ury and Patton, 2012, pp.28-29). Upon reflection, I deem my actions to be indicative of both firm but open, as I remained firm in my stance and communicated to the subject that she had committed an offence and behaved unjustifiably, whilst also maintaining openness in our dialogue through open-questions and actively listening.

Having critically assessed this component of the incident, I believe by drawing on Betari's Box theory and LEAPS communication model, the outcome was positive. The subject appeared to be remorseful and understood the adverse effects of her actions. Additionally, by communicating effectively to resolve conflict, paying mind to models such as Betari's Box and the LEAPS model, an understanding could be promoted rather than tension being built (Beadle and Murphy, 2013, pp.18-20). This understanding, hopefully, cementing preventative and proactive policing, rather than reactive policing (NPCC, 2015, p.7). Having dealt with this circumstance effectively, I have learnt this approach of communication to be effective and minimises conflict; therefore, this is an approach I will continue to use.

The second issue was the victim's request to help her move address. I will critically evaluate my response to this issue and reflect on the outcome, assessing areas that were successful and areas for improvement using Borton's Developmental Framework. As the victim

communicated with us her wish to move address, I had ensured to make use of the LEAPS communication model. It was imperative I actively listened to the victim, showing empathy and asking open questions to establish the facts. Additionally, I ensured I paraphrased what the victim was telling me and relayed this back to her; this effectively demonstrating to the victim I was listening as well as clarifying details. The College of Policing also argues those who utilise effective communication models, such as LEAPS, are less likely to be involved in incidents with aggression or physical violence (College of Policing, 2020, p.1).

Upon reflection, I believe using LEAPS ensured effective communication with the victim, as the model promoted understanding and proved useful in finding common ground (NHS, 2015, p.14). Thus, making use of LEAPS allowed for me to understand the issue at hand, as well as work cooperatively with the victim to develop a solution.

When dealing with this issue, it was imperative we considered the Drama Triangle; a social model of human interaction developed by Stephen Karpman. This model reflects the 'archetypal characters and players' that people play in interpersonal conflict (Donaldson and Lac, 2022, p.17). The Drama Triangle reflects three roles, the 'Perpetrator', 'Victim' and 'Rescuer'. In this case, our victim did in fact assume the role of the 'Victim', who sought for the 'Rescuer' to solve the problem. As police officers, we were of course who the victim deemed to be the 'Rescuer'. To solve the issue of accommodation, we could have simply called the relevant housing association and requested for this to be completed. However, having critically evaluated the possible future impact of simply resolving the issue for the victim, I recognised we may then entrench ourselves in the role as a 'Rescuer' in the triangle (Teeter, 2023, p.19). To avoid, what Lac and Donaldson describe as a 'toxic relationship pattern', we determined we would point the victim to the relevant housing association and advised her on the next steps (Donaldson and Lac, 2022, p.21).

Upon reflection, I believe this was effective in ensuring effective communication as it ensured we did not become engulfed in the Drama Triangle as a 'Rescuer'. Instead, this allowed for preventative policing, rather than consistent calls from the victim seeking for us to undertake the work on the victim's part (Shmelev, 2015, p.134). Teeter refers to the Winner's Triangle, coined by Choy in 1999, stating that 'Rescuers' ought to offer encouragement and support, rather than simply delivering solutions recurringly (Teeter, 2023, p.11). Teeter argues that this encourages the 'Victim' to recognise their own ability to improve their circumstances, and re-frames them as a 'Vulnerable Person' instead (Teeter, 2023, p.9). Having reflected on this incident, I believed I successfully refrained from becoming a 'Rescuer' in this model of human interaction, as I empowered the victim to take matters into her own hands, whilst remaining supportive through signposting relevant agencies and giving advice. However, to improve further, I believe I could have respected the boundaries of the victim greater. Having read Teeter's work, he advises the 'Rescuer' to respect boundaries by asking how the victim would best feel supported. Teeter continues the argument stating it is responsible to ask permission before helping (Teeter, 2023, p.11).

When critically assessing this scenario, I believe I successfully empowered the victim and communicated effectively through using the LEAPS model. I actively listened and empathised, which allowed for effective communication and management of conflict. I also believe I made consideration of the Drama Triangle dynamic, refraining from falling into the role of 'Rescuer'. However, from this incident, I have learned I can improve my performance

by being responsible and simply asking the victim, 'How can I help you feel best supported?'. This would allow for the victim to feel even more empowered, whilst remaining respectful of their boundaries and continuing to encourage them to take ownership of the situation.

The third issue that enveloped this whole incident was the barrier of language fluency. Communicating effectively with language barriers can be a 'recipe for confusion', however by making use of the LEAPS model coupled with taking other practical steps to move past this barrier, we can adopt effective communication and ensure conflict is minimised (Oxford Royale, 2021). As the Officer in Case, my role was to gather information from the victim regarding the incident. However, due to the victim not being fluent in English, this proved more difficult than most incidents. To alleviate this barrier to effective communication and ensure no conflict arose, I made use of the LEAPS model. As suggested by the College of Policing, I listened and gave the victim time to deliver the whole message, ensuring I showed an understanding and did not judge. Doing so gave the victim the space and time to be vulnerable and articulate how she felt, which I believe on reflection was successful in ensuring effective communication and managing conflict. Additionally, I would paraphrase and summarise the victim's account to ensure I understood and clarified the facts (College of Policing, 2020); this was effective whilst communicating with a language barrier as it ensured I had correctly understood what the victim had told me. In addition to making use of LEAPS, I remained aware of my body language and my facial expressions.

I understood our communication verbally was less effective due to the language barrier and therefore my body language and facial expressions would be relied upon more, as reiterated by Oxford Royale (Oxford Royale, 2021). Upon reflection, I believe this was an effective, yet simple, tool in communicating with the victim. As the saying states, a picture paints a thousand words.

It was also imperative that I kept Betari's Box in mind when considering the issue of language fluency as a barrier to communication. It was important I kept an open and patient attitude when communicating with the victim, as this would be reflected in my behaviour and determine the victim's attitude and behaviour towards myself. Beadle and Murphy argue entering an environment fearfully and anxiously may be received as weakness or anger and thus, affecting the recipient's attitude and behaviour towards you (Beadle and Murphy, 2013, p.19). Therefore, I believe I was successful in adopting effective communication by entering the environment in a patient and open way, this reinforcing a positive cycle of attitude and behaviour between myself and the victim.

Ultimately, drawing on the LEAPS model to ensure the victim felt heard and clarifying my understanding by summarising and paraphrasing, being aware of my body language as a tool for assisting effective communication and keeping Betari's Box in mind, all assisted me in ensuring effective communication between myself and the victim, despite the language barrier. However, upon reflection, I could improve by making use of resources available such as an interpreter or the language line, allowing the victim to feel more comfortable and perhaps give further detail. This is an aspect I will certainly consider implementing in future to ensure further effective communication.

Upon reflection, I believe, this incident was dealt with successfully and I had nurtured effective communication. I did so by drawing on models such as LEAPS, Betari's Box, the Drama Triangle and using simple practical methods such as body language; these all ensured effective communication and minimised the risk of conflict, as I successfully refrained from entering any toxic interpersonal cycles and remained focused on the issues at hand. I do believe there are key areas for improvement including setting boundaries with

the victim and utilising resources such as language line or interpreters. However, I would conclude I took a practical approach to the application of tools guiding interactions; allowing for effective communication and minimised risk of conflict (Teeter, 2023, p.1).

WORD COUNT: 2,193

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 explore a policing incident that you have attended and examine how you dealt with competing issues such as legislation, social issues, culture and language.

Consider the **victims code of practice** and how it was used to **support your victim**/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of **core principles of ethics, equality, diversity and human rights**.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

A new Victim's Code was launched in April 2021, setting out 12 overarching rights, ensuring victims can make informed choices and are treated with respect, dignity, sensitivity, compassion and courtesy (NPCC, 2021). The Victim's Code of Practice is the rights that everyone can expect to receive as a victim of crime, setting out the minimum level of service victims should receive (Victim and Witness Information, 2023).

With the incident I had attended, the victim had been subjected to four counts of domestic abuse assault. The incident had met the legislative criteria for domestic abuse as both her and the accused were over sixteen and personally connected, with the accused's behaviour being abusive; consisting of physical abuse, violent or threatening behaviour and controlling or coercive behaviour (Domestic Abuse Act, 2021, s.1).

In this essay, I will reference the above police incident, paying consideration to how the Victim's Code of Practice was applied to support the victim through the criminal justice system. I attended the above incident whilst on duty as a response officer, therefore certain investigative aspects of the Victim's Code of Practice will not be applicable to my role in the incident and occurred subsequent to my attendance and undertaken by investigating officers in the Hub; therefore, I will be referring specifically to Rights 2, 4, 7 and 12. I will also critically assess my application of the core principles of ethics (College of Policing, 2014, p.4). Additionally, I will reflect upon my application of equality and diversity, as set out in the Standards of Professional Behaviour (College of Policing, 2014, p.4). Finally, I will evaluate my consideration of human rights, specifically article 2,3 and 5 in this incident (Human Rights Act, 1998, Article 2, 3 and 5). To critically evaluate and explore how I dealt with this policing incident, I will utilise Borton's Developmental Framework (Borton, 1970) (Copley, 2011, pp.58-61).

Right 2 encompasses the victim's right to have the details of the crime recorded without unjustified delay (College of Policing, 2021). Right 2.2 states when a victim makes a statement, the Police ought to explain this may result in needing evidence in court. When critically reflecting on this incident, using Borton's Developmental Framework model (Borton, 1970), when discussing the statement with the victim, I had ensured I made the victim aware if the case were to progress to trial, she may need to give evidence in court. Upon reflection, I believe this was effective in supporting the victim and rapport building as I applied key principles from the Code of Ethics, such as openness and honesty regarding the legislative process; a process which may be extremely daunting as a domestic assault victim (Code of Ethics, 2014). Barrow-Grint et al., state 73% of victims confide in family and friends, only turning to police and official agencies when this support mechanism fails, thus it was pivotal I maintained a good rapport and trust with the victim (Barrow-Grint et al., 2023, p.124). By maintaining an open and honest dialogue with the victim about the legislative process, I effectively supported the victim and allowed for her and I to build a sense of trust. The outcome of this was that the trust built nurtured a safe environment and allowed for a more detailed account from the victim.

Under Right 2, 2.3 highlights the number of interviews should be kept to a minimum and conducted by the same person. I effectively adhered to this right, as I had ensured to conduct one in-depth interview to capture all relevant details of the assaults. The victim was not required to give further statements to other officers following my initial attendance and interview. This ensured the victim did not have to recount the traumatic events several times. Mitigating unnecessary trauma was imperative in this specific incident, as those who have experienced domestic assault are shown to suffer from decreased self-esteem, depression, anxiety, post-traumatic stress disorder and a loss of identity (HM Government, 2021, p.20). Consequently, adhering to this right ensured I was effectively supporting the victim by attempting to mitigate the level of trauma experienced throughout the legislative process. Additionally, facilitating this right ensured I abided by the core principles, as I treated the victim with respect and fairness. Furthermore, ensuring the victim felt supported during the investigative process.

Adhering to Right 2.5 meant the victim was also further supported through the criminal justice system as I asked if she would like to be accompanied by a friend or family, to which she requested to have her sister present. Expediting this right allowed for the victim to feel supported, not only by officers, but also by family through the criminal justice system. Upon reflection, I believe this right had been effectively adhered to which in turn allowed for the victim to feel as supported as possible through ensuring consistency in the case with interviews, maintaining honesty and openness regarding the criminal justice system, and promoting a supportive environment through allowing a person of the victim's choice to attend. Ultimately, I believe the outcome was positive, however, to improve and support the victim further, I believe providing the victim with helpful documentation regarding the criminal justice system would provide further clarity, openness and honesty.

Right 4 of the Victim's Code of Practice is the right to be referred to services that support victims and have services tailored to your needs (College of Policing, 2021). Signposting victims to relevant available services is paramount in ensuring they are supported through the criminal justice system. Barrow-Grint et al., argue victims of domestic abuse sometimes

get side-lined or forgotten; therefore, it is pivotal that we, as police officers, ensure we can give the utmost support possible to victims of domestic abuse (Barrow-Grint et al., 2023, p.126). Right 4.1 outlines the right for a victim to receive an assessment on whether they're entitled to receive Enhanced Rights (College of Policing, 2021). To support the victim, I successfully completed the victim Needs Assessment. This highlighted the victim as persistently targeted and a victim of the most serious crime, as set out in the Victim's Code of Practice; therefore, it was imperative I ensured the victim was supported and received the entitled enhanced rights (Ministry of Justice, 2023).

By completing the Needs Assessment, I could successfully facilitate Rights 4.4 and 4.5 to support the victim through the criminal justice system by making a referral to South Wales Victim Focus; which empowers victims to make informed choices (South Wales Victim Focus, 2020). Applying the Victim's Code of Practice and referring the victim to South Wales Victim Focus ensured she was supported, as well as contributing towards protecting her human rights in relation Article 3, where it states, '*No one shall be subjected to torture or to inhuman or degrading treatment or punishment*' (Human Rights Act, 1998, Article 3). Upon reflection, using Borton's model, I believe this was successful in supporting the victim as it allowed for the victim to speak to specialised advisors who could offer open and honest information on the process (College of Policing, 2014) (South Wales Victim Focus, 2020). To improve in future with similar incidents, I would liaise with South Wales Police Victim Champions to gain further insight into resources available which may support the victim further through the criminal justice system.

I had applied Rights 4.11 falling under the Victim's Code of Practice regarding Special Measures to ensure the victim was supported through the criminal justice system (College of Policing, 2021). As the victim would be eligible for Special Measures (College of Policing et al., 2013, p.5), I went ahead and explained to the victim what these included. I believe by doing this I effectively supported the victim through the criminal justice system by emphasising the additional support which may be available. This ensured the victim would feel more comfortable giving evidence in court, if it were to progress, and thus be able to protect their Right to Life as outlined in Article 2 of the Human Rights Act at court (Human Rights Act, 1998, Article 2). Linking Special Measures to the Right to Life may seem extreme, however statistics show 52% of women killed by men in 2020 were killed by a current or former partner. Therefore, supporting victims to attend court and ensuring offenders are convicted protects the Right to Life under the Human Rights Act (Femicide Census, 2020, p.8). Upon reflection, I believe making the victim aware of these additional measures ensured the victim felt supported to participate in the criminal justice system, hopefully obtaining offender convictions, and in turn ensuring the victim's human rights are upheld. The additional support to the victim also allowed for the victim to feel a sense of integrity and openness throughout the criminal justice system, adhering to some of the core principles (Code of Ethics, 2014, p. 4).

The final aspect within the Victims' Code of Practice that was relevant within this incident was Right 7: To make a Victim Personal Statement (VPS) (College of Policing, 2021). This right states the victim is entitled to explain how the crime has impacted them, physically, emotionally, financially or in any other way. In my role at this incident, I had taken time to explain to the victim she was entitled to produce a VPS, and this may have an impact on the charging decision. As the criminal justice system is alien to many, victims may feel removed

from the process (College of Policing et al., 2013, p.1). Upon evaluation, I believe I effectively applied the Victim's Code of Practice to ensure she felt supported through the criminal justice system. This was done by explaining the Victim Personal Statement, empowering the victim to explain the impact of the incident in their own words.

Ultimately, I believe I successfully considered the Victims' Code of Practice during the incident to support the victim through the criminal justice system. I had ensured all rights that were applicable to myself as a responding officer were met. I'd allowed for the victim to feel supported during the incident by ensuring continuity of officers interviewing, limiting it to myself and a single statement. This allowed for trust and rapport to be built between myself and the victim, thus supporting the victim through the criminal justice system. Additionally, I had applied the Victims' Code of Practice by conducting a Needs Assessment. This allowed for me to refer the victim to South Wales Focus who specialise in victim care and the judicial process; thus, allowing for the victim to feel supported further. However, to improve I believe I could have liaised with Victim Champions within South Wales Police to gather more knowledge on support services or resources available to the victim. This is something I will undertake in future to ensure the victim is equipped with the utmost support possible. When evaluating this incident, I consider myself to have successfully applied the Victim's Code of Practice to ensure victim support, as I explained Special Measures and the Victim Personal Statement. Both elements ensuring the victim felt empowered if they were required to attend court, further supporting the victim throughout the criminal justice system.

WORD COUNT: 1,850

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 a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the **National Decision-Making Model** and the **Code of Ethics** and review this **impacted upon your decision making** and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

I had attended an incident as a response officer where a Teaching Assistant had been assaulted by a student. The offence in question was Common Assault under Section 39 of the Criminal Justice Act (1988), as the student had 'intentionally or recklessly' caused another to 'suffer or apprehend immediate unlawful violence,' (CPS, 2022). Having spoken to the victim and taken a statement, I had understood the suspect to be twelve years old. Due to this, the suspect met the age of criminal responsibility and could be taken to court for the commission of an offence (GOV.UK, 2014). The victim emphasised she would like the suspect to face repercussions for the offence thus, looking down the route of criminalisation was deemed appropriate. When making this initial decision, I had considered the National Decision Model; a cyclical model with five stages of the decision-making process, allowing for me to make a sound and fully informed decision (Lax, 2014). I had received the information from the victim that an offence had been committed by the suspect and had assessed the risk to be high, as the student would be returning to school following suspension and could lead to further similar incidents. I then moved on to consider the powers I had in this instance, which were powers of arrest as the points to prove of Section 39, Criminal Justice Act (1998) had been met. I had considered my options and made a conditional action plan in my mind to attend the suspect's property, speak to the parents and arrest the suspect. At the centre of this cyclical decision-making model are the missions and values of the police force (Lax, 2014), also known as the Code of Ethics; essentially meaning 'doing the right thing in the right way' (College of Policing, 2014, P.3). However, when attending the suspect's address, this conditional action plan I had drawn up proved to be ill-fitting for the circumstance. In this essay, using Gibbs' Reflective Cycle, I will critically assess how this policing incident developed, reflecting on my use of the National Decision Model, with the Code of Ethics at its core, and how I used my discretion to adapt to the circumstance as it unfolded. I will also critically review my responsibilities in the investigation in relation to the provision of the Criminal Procedures and Investigations Act (1996) (CPIA).

Using Gibbs' Reflective Cycle, firstly I will describe how the circumstance which required me to rethink and reuse the National Decision Model unfolded (University of Edinburgh, 2020). Upon arriving at the suspect's house, I could see the suspect was outside the property. However, when we had exited the car, the suspect had run into the property frantically. Following this, the suspect's parent had come to the door and spoke myself and my colleague, explaining the suspect was highly autistic and found any form of communication difficult. Initially, the action plan I had drawn up was to criminalise the suspect. However, this new piece of information we had received regarding the suspect being neurodiverse required me to utilise the National Decision Model to assist with my decision-making and rationale once more (College of Policing, 2013), but this time, using my discretion, concluding criminalisation was improper due to the suspect being neurodiverse. Again, with the Code of Ethics being at the core of the National Decision Model, it was imperative I considered aspects such as equality and diversity; acknowledging for people to be treated

equally, not everyone should be treated the same, but treated according to their needs (College of Policing, 2014, P.7). Leydier argues those with autism are largely dissatisfied with their experience with the police and criminal justice system; therefore, it was imperative I considered the National Decision Model and core aspects such as diversity and equality when rethinking my approach to this incident (Leydier, 2022).

Prior to attending the suspect's address, I felt confident in my approach and the decision I had come to having used the National Decision Model. However, after speaking to the suspect's father, I had realised the action plan I had drawn up was ill-fitting given the suspect had autism. Additionally, I had a realisation that I had not entered the situation with 'professional curiosity' as expected from investigators and outlined in the CPIA (1996) (College of Policing, 2023). I had, in fact, accepted the incident for face-value based on the victim's statement and lacked when it came to 'maintaining an open-mind' in my initial approach (College of Policing, 2023). Gibbs' model also exemplifies the importance of reflecting on how others felt, and in this circumstance, I believe both the suspect and the parent must have felt overwhelmed by the incident as well as the police presence. Having reflected on the incident, I believe that I had attended the suspect's property with a pre-conceived action plan in my mind and hadn't remained completely open-minded and professionally curious as outlined in the CPIA (1996). However, as I will outline in the rest of this essay, I believe I recognised this and successfully utilised both my discretion and the National Decision Model to adapt.

Next, I will evaluate and analyse what went well during this incident. I demonstrated effective adaptability skills through re-using the National Decision Model to develop an alternative solution to criminalisation. As soon as I had received new information from the suspect's parent regarding the suspect's severe autism and several other incidents, which had contributed to the suspect feeling extremely overwhelmed that day, I recognised I had to adapt my initial action plan. I acknowledged the core principles of equality and diversity and reconsidered Restorative Justice as an alternative route; this allowing for the victim to feel there were repercussions for the suspect's actions, however moving away from criminalisation. The provisions of the CPIA exemplify investigators ought to do what they deem reasonable and proportionate in each case, this differing on a case-by-case basis (College of Policing, 2023). I did not deem the criminalisation of the suspect to be proportionate or reasonable in this case, having analysed the new information, assessed the threat and risk to both the victim and suspect and identifying other possible options and contingencies. It is imperative as an effective investigator that I strive to achieve best outcomes for all in the case, as outlined by the CPIA (College of Policing, 2023).

Additionally, I successfully made use of the LEAPS communication model to ensure I facilitated effective communication between myself and the suspect's parent (College of Policing, 2020). I believe this went well as I facilitated effective communication through asking open questions, as well as listening in an empathetic manner. This allowed for me to gain a better understanding of the circumstance, allowing for more information to be obtained to run through the cyclical National Decision Model, using my discretion to adopt an alternative solution to criminalisation. This also ensured I upheld the core values laid out in the Code of Ethics, such as openness and objectivity (College of Policing, 2014). This also emphasises my ability to adhere to the provisions laid out in the CPIA (1996), where investigators should employ effective communication skills as well as ensure they have the capacity to explore alternative views and explanations (College of Policing, 2023).

My communication with the victim following the adaptation of my action plan, having re-utilised the National Decision Model, was also well executed. As with the suspect's parent, I made use of effective communication models such as LEAPS when updating the victim on the change in course of action. I explained to the victim that the suspect was apologetic and assured her that Restorative Justice would still ensure the suspect would face repercussions. I remained mindful of the core principles within the Code of Ethics, such as openness and honesty, when communicating with the victim regarding this case (College of Policing, 2014). The CPIA recognises victim satisfaction is not solely based on the outcome, but how the victim is treated throughout the criminal justice process (College of Policing, 2023). I believe that my effective communication with the victim, as well as open and honesty, ensured I adhered to my responsibilities when conducting this investigation, more specifically Right 6, the right to be provided with information about the investigation and prosecution, of the Victim's Code of Practice (Ministry of Justice, 2023).

Conversely, next I will evaluate and analyse the aspects that did not go as well during this incident. Upon reflection, I regard my lack of professional curiosity as an aspect which I could certainly improve in future incidents. I had attended the suspect's property with a pre-conceived idea of the course of action and how it would unfold. However, it was clear upon receiving information from the suspect's father regarding his neurodivergence, that my initial action plan, derived from the National Decision Model and information from the victim, was unbecoming. In future, I will ensure that I remain open and develop further options and contingencies when working through the National Decision Model, as they may not always be best suited (College of Policing, 2023). To improve in future, as advised by the CPIA, I will take responsibility for my professional development to ensure I'm equipped with the knowledge surrounding all possible options and contingencies within the criminal justice system, such as out of court disposals, Restorative Justice and so forth (College of Policing, 2023).

To conclude on my critical assessment of this incident, I have learnt I must strike the balance between being prepared with an action plan, whilst remaining professionally curious. To make effective decisions within an investigation, it is imperative I remain open-minded and challenge conventional thinking (College of Policing, 2023). I have also learnt that communication is truly key, as investigations do not always go as expected and this needs to be communicated with the relevant parties to manage expectations and ensure the Victim Codes of Practice and CPIA provisions are adhered to (Ministry of Justice, 2023) (College of Policing, 2023). Additionally, I believe I must take responsibility of my professional development, as emphasised by the CPIA, and become more knowledgeable on alternatives within the criminal justice system to convictions (College of Policing, 2023). Given the prevalence of autism in our community, and the exponential rise (Leydier, 2022), with a 39% increase in referrals for suspect autism in April 2021-March 2022, compared to April 2020-March 2021 (NHS Digital, 2022), it is imperative I develop my professional understanding of effective communication with those who are neurodivergent. Crane et al., argue there is insufficient training on effective communication skills related to those with mental ill-health or additional needs, including autism, in the police (Crane et al., 2016, p.2028). Therefore, to develop my professional knowledge and better equip myself I will reach out to supervisors to gain further education and utilise the training available on this matter.

WORD COUNT: 1,801

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This completion of this task shall be confirmed by the employer once independent patrol status is achieved.

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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