



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

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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Learner's University Registration Number:

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have 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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

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

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

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

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate 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 particularly 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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc 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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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

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

ANSWER:

During this task, I will be discussing and evaluating different types of theories surrounding team dynamics and the problems that can develop as a result. I will also talk about ways in which these problems can be addressed to improve team cohesion and enhance performance of both the individual and the team. Finally, I will be discussing organisational justice for failing to comply with professional standards. The Police Code of Ethics is a vital part of a Police Officers day to day activities as they are bound to always uphold the principles and standards set out in the Code of Ethics. (College of Policing, 2014)

Team cohesion plays a huge role within the workplace, a team that is well bonded and one with the same goals, ambitions and drive is one highly likely to succeed. Teamwork is essential for success in the workplace, sport and other areas. Teams that are cohesive are more likely to have a better working environment and a positive atmosphere that promotes effective performance.

Hoegl & Parboteeah (2007) say "Teams are advantageous to individuals in many ways. They pool diverse knowledge and skills, allowing for convergent and divergent thinking, the building blocks of creativity and knowledge generation".

One model developed by psychologist Bruce Tuckman in his 1965 book is especially relevant for the Police due to the content of the model and how it could be applied to the role of Policing. The model shows the different stages of a team and how it

develops as time goes on, including challenges faced along the way. Tuckman, B (1965)

The first stage of the model is called 'Forming'. This is when a group of people who are not known to each other are put together and given a task to complete.

In the early stages, the team are just getting to know each other, so politeness and courtesy would be the norm as boundaries have not yet been tested within the team. Individuals in the team would likely behave independently as they try to figure out where they belong and what they can bring to the group compared with everyone else there. When trying to develop strategies on how to solve the problem or complete the task, there will be a high level of reliance on the leader of the team to point them in the right direction and for guidance with moving towards the goal. (Tuckman, B, 1965).

This first stage can be applied directly to the Police, such as when a team gets a new leader, or during training school where you are surrounded by people you do not know and are expected to work together as a team pretty much straight away. If a person during this stage was to refuse lawful instructions given by superiors, this could result in a breach of one of the policing principles, in this example, it would be 'Orders and Instructions' and potentially 'Duties and Responsibilities', this would then be dealt with by the Professional Standard department.

Initially, nobody knows what to expect and nobody really trusts each other without question, but as time goes on, things change.

The second stage of the model is called 'Storming'. Mind Tools (2016) describes this phase, "In the storming stage, people start to push against the established boundaries. Conflict or friction can also arise between team members as their true characters, and their preferred ways of working surface, and clash with other people's." People might also start to challenge authority and leaders and the way in which tasks are completed, possibly thinking that a particular way of doing things is better or worse and thus undermining other people's way of thinking. This can cause conflict and clashes with other people who think differently to them. This is more likely to happen with less agreeable people, who by nature can be hostile, selfish, manipulative and bullies.

Mclaughlin, D. (2014) describes being disagreeable as "Being disagreeable can take many forms: A disagreeable person can be critical, negative, and even passive aggressive – undermining the success of the team with their actions or lack of action."

Workplace conflict does occur, but it is important that it is constructive and focussed around the work, so it does not become a personal attack on somebody's character. CIPD (2021) say "Some conflict can be positive, such as a healthy amount of competition between team members to reach goals. But negative conflict, like bullying or personality clashes, can harm individuals and undermine teamworking."

Putting this into a Policing context, which is a professional rank structure, these types of people can cause problems for supervisors and the other people in the team which can lead to unfair workloads and people becoming overwhelmed and this can result in team underperformance. If the conflict steps over the line of what is acceptable as simply a difference of opinion, then it could result in a breach of the Policing Principles and Standards of Behaviour, which in turn could result in disciplinary action taken against the individual. (College of Policing, 2014)

In my personal experience so far, I have worked with these types of people and whilst they can be very useful in doing things that they want to do, if asked to do something they don't want to, or disagree with, can cause problems. When these individuals are given a task they enjoy, they thrive, working to a very high standard and getting the work done effectively. When asked to do something they don't like, they will drag their heels and try and use passive aggression to try and pass of the task to other members of the team who are more agreeable. Without a competent supervisor, these individuals can remain unchecked, and this behaviour will continue, resulting in a negative working environment for others.

The third stage of the model is called 'Norming'. As time goes on and the team develops together, people will start to work together more effectively and realise that people have different ways of working and use this to the team's advantage. With strong leadership, team members will feel more involved and essential for the overall success of the team, with shared commitments and desires. Within the 'Norming' stage, clear roles and responsibilities are set out and clear for the individual team members so each one knows what their role is within the team so there are no discrepancies about who should be doing what, which can be a cause of conflict in the workplace.

Blazek, K (2016) says "People work together better when they understand their roles. There's less jockeying for position, fewer arguments, and higher overall creativity when everyone understands their responsibility as part of the group."

'Roles and Responsibilities' is one of the Policing Principles in the Code of Ethics that officers need to uphold at all times. Ensuring that officers know and understand their own personal role within the team is very important for a positive working environment for the individual and the team.

Blazek, K (2016) goes on to say "When you set clear roles and responsibilities, especially formal ones, everyone knows what's expected of them within the group. They know how to behave, what they need to accomplish, and how to reach the group's goals."

The fourth stage in the model is called 'Performing'. People are now able to manage conflicts more effectively, disagreements are work orientated and are more constructive towards one another to aid each other in progressing towards the end goal. (Mind Tools, 2016)

Team members can work and make decisions without the constant supervision from leaders. Members know their individual roles and are effective at working in a team in harmony towards the same objective.

The issue with this is, if mistakes are made, the officer has a duty to admit to their error as set out in the Code of Ethics under the principle “Honesty and Integrity”.

FreshBooks (2021) have said “When working in a supportive and cohesive team, creativity can be sparked, and team members will have high morale.”

In my experience on shift so far, I would describe many teams I have worked on as in this stage of development, people generally work together and understand what strengths and weaknesses individuals bring to the table. There is conflict but it is managed well by supervisors and the teams are generally focused on end goals and are willing to help each other to achieve the goals.

The final stage of Tuckman’s model, which was only added some years later in 1977, is called ‘Adjourning’. This is when the end goal has been reached and the team is disbanded and go separate ways for future developments.

In a Policing context, when people move on to different teams and work with different people without stability in whom you are working with, with whom you have built bonds, learned to trust, and work together effectively. Then the different stages of the model can blend and sometimes start from the very beginning, which is why believe stability is an important part of Policing teams and can have undesirable repercussions, that have been discussed, in the long term.

It is clear that conflict in the workplace is inevitable, especially in a highly stressful and fast paced environment that Police have to work in. It is important that conflict is dealt with in the right way and the Police Code of Ethics, which is at the heart of the National Decision-Making Model (NDM), is adhered to at all times.

Whilst I have been discussing mostly office-based conflict, it is important to remember that Police Constables work out in the community with members of the public and have to remain professional at all times, especially when dealing with members of the public.

A study has found that public confidence in their local Police force has increased by 15% from 2004 to 2012 to 62% confidence in their local Police force. (College of Policing, 2012). By March 2020, Public confidence in the Police had increased again to 74%. (GOV.UK, 2021).

If the Police do not act with professionalism and are conflicting with each other in front of members of the public, this could lead to decline in levels of public trust and confidence of the Police. Again, this could be in breach of the ‘Professionalism’ principal in the Police Code of Ethics.

There are several reasons why workplace conflicts occur including, unclear job expectations, resistance to change, lack of communication, personality differences and leadership styles.

Verity, M (2019) says “Any workplace unites people with different backgrounds, temperaments, experiences, and preferences. We don’t become friends with everyone we meet – so we shouldn’t expect all team members to get along perfectly either. Although it’s not necessary for all co-workers to be friends, a level of mutual respect is crucial for a healthy workplace culture.”

Kul Mahay, who is a previously serving Police Officer has outlined some tips for managing and resolving workplace conflict. One of the things he describes is learning to breath, taking a step back and controlling your breathing during a conflict situation in order to think about what you want to say using logic rather than emotion. This helps keep conflict inside the boundaries of what is acceptable, so all of the Policing Principles are adhered to and standards upheld. (Mahay, 2016)

Mahay, K (2016) goes on to say, “Don’t make it personal, is important to be open to constructive criticism or feedback.”

Another theory relating to team cohesion and dynamics is the ‘GRPI’ model developed by theorist Richard Beckhard in 1972. He talks about the fundamental aspects of a team which are Goals, Roles, Processes, and Interpersonal Relationships.

Beckhard says that all goals are to be set out and the ways in which they are going to be achieved are laid out for the team, so they all work collectively for a defined end goal.

Roles and responsibilities are distributed so knowledge and experience can be drawn upon so the team can co-operate within their boundaries so there is minimal overlapping, which can be a cause of conflict.

The process stage involves decision making and communication, the process of how the goals set out in the earlier stage will be achieved.

The interpersonal relationships stage talks about open communication between team members that give constructive criticism. Beckhard talks about good working relationships in order to be in a healthy working environment for efficient and effective production. (Beckhard, 1972)

In conclusion, there are a number of different theories and models relating to team dynamics and how that affects cohesion in the workplace. There are clear reasons why conflict can arise but there are also ways in which to deal with those conflicts and make them positive outcomes. The different models all suggest that teams work together best when they have developed together, roles are clearly defined and structured so every individual knows what part he has to play in the overall success of the team, without this structure, conflict is more likely to occur and can have a detrimental consequence on group performance.

Word count – 2170

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

Throughout the content of this task, I will be discussing the different approaches that can be utilised in supporting and managing vulnerable people by the Police and other agencies. I will also look into what are the causes of repeat victimisation and offending and what can be done to combat this issue, considering cultural, ethical and language issue that may be a factor.

The incident I attended was one of domestic violence between on a female, by her husband. The call to Police was made by a third party, from the workplace of the female, by one of her colleagues. This was a concern call for the female as a colleague had stated she had come into work with injuries, such as bruises and cuts and could not explain where they had come from when asked by her colleagues. The person reporting the concern was worried that the female may be experiencing domestic violence from her husband or somebody else at the female house.

On my arrival to the home address of the female, I was greeted at the door by an Asian female, who later stated she was Indian. My colleague and I were invited into the property without the need for utilising any Police powers. An Asian male was also

in the property. Due to the nature of the information we had received from the third party, both parties were spoken with separately and both were happy to speak with us initially.

I spoke with the female, who spoke English to a good level but stated that it was not her first language. I explained the reason why Police were speaking to her and she suddenly became very reserved and evasive, looking towards the other room in which her husband was speaking with my colleague. I then noticed bruising to her forearm which I asked her about using clear and concise language so that there was no confusion and the female understood exactly what I was asking.

The female stated that it “was nothing”, I could tell that the female was frightened, and she then started to get quite upset. I changed my voice to a softer tone and tried to be as caring and understanding as I could. I explained that she could tell me, and I would put things in place to protect her from any further incidents.

The female stated that her husband had been violent towards her by hitting her and throwing her around. The female stated that she did not want anything to happen to her husband and didn’t want any Police action taken. The female stated that this was normal in her Indian culture and this was just something that a lot of Indian wives have to put up with, as the husband is the dominant partner.

Throughout the interaction I tried to be as respectful and understanding as I could towards the female’s cultural values but indicated to her that now a disclosure of assault had been made, South Wales Police policy states I must take positive action to safeguard victims.

When dealing with the female, I considered using WITS, which is the Welsh Interpretation and Translation Service, to aid in the communication back and forth between myself and the victim. Ensuring that there was no ambiguity about what was being said. WITS (2021) say “Our services support people whose use of the English language may not be proficient enough to easily access Public Services”. However I decided that the victim understood what I was asking and understood when I was explaining what the most appropriate actions are going forward.

Domestic violence is taken very seriously by Police Forces across the UK, this is due to the level of risk posed to victims of domestic violence and the level at which they can escalate. Due to the nature of the offences, a high proportion of domestic violence is not reported to the Police and is thus difficult to record accurately.

The Office for National Statistics (2021) say “Estimates from our most recent Crime Survey for England and Wales year ending March 2020 show 5.5% of adults aged 16 to 74 years (2.3 million) experienced domestic abuse in the 12 months prior.”

Data from the Crime Survey of England and Wales estimates that only 18% of woman who had experienced domestic violence from their partner in the year ending March 2018, reported the matter to Police. (Women’s Aid, 2019)

The issue of domestic violence between partners in Indian culture is arguably an even bigger problem than more Western cultures.

Bhandari and Hughes (2017, p14) state "Culture plays an important role in DV cases in India. Gender roles, in particular, are patriarchal and rigid." and go on to say "Women tend to be in passive roles whereas men tend to dominate and control relationships. Marriage is considered a sacrosanct union between two families rather than between individuals."

Bhandari and Hughes (2017, p14) believe that this is not just limited to Indian women living in India, they say "The frequency of DV reports in India is growing and has elevated concern for the plight of Indian women to the global level."

The victim, who it turns out and grown up in India, clearly thought that this was totally normal behaviour for a husband and seemed shocked that Police were at her house questioning her about it.

I considered a number of different options when deciding what action would be most appropriate taking into consideration the safety of the victim.

One of the considerations was removing the perpetrator from the address temporarily until things had calmed down. This method is normally utilised when there are no offences to record, and a verbal argument is the only concern raised. On this occasion, there had been a disclosure of an assault that happened a few days prior, meaning this option was not appropriate and would not safeguard the victim and would likely place her in more danger due to the repercussions that the victim could be subject to from the perpetrator.

A voluntary interview was considered, as this would still allow a possible prosecution to be put forward and the husband penalised. However, this method does not address the initial safeguarding concerns that I had for the female.

Although both of these actions would be classed as 'Positive Action' which is the requirement by South Wales Police for ALL cases of domestic violence, I felt the only option I had was to arrest the male under Section 39 of the Criminal Justice Act, which is common assault and battery.

This action was taken despite the lack of support from the victim and her stating she would not provide a statement, attend court or support police with the investigation.

The female was clearly a vulnerable victim and highly likely that she was a repeat victim of domestic violence.

The Department of Health (2000) defines a vulnerable adult as "A person who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation."

The Police, amongst other agencies, have a duty of care to protect and keep vulnerable victims of crime safe from harm or exploitation.

A repeat victim according to Bedfordshire Police (2021) is "A person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months."

Even though the victim nor her husband had been involved with the police before this incident, it is clear that this is not the first time the victim had been subject to physical violence from her husband and is considered a cultural norm.

A review by the Scottish Government (2020) has argued "Given the evidence regarding the extent and prevalence of RVV, it has been argued that focusing on RVV may be an effective and efficient means of preventing and reducing violent crime, because it focuses resources on where violence is most concentrated." The review goes on to say, "There are a range of practical measures which can enhance the safety and protection of victims, including improved home security, panic alarms, heightened police awareness and refuges for victims of domestic violence." South Wales Police share information with other organisations such as social services, mental health services, drug and alcohol misuse teams, women's pathfinder and the probation service. These services are aimed at addressing offending behaviour and trying to help, guide and support these individuals with the aim of reducing repeat offending.

This ties into some of the methods used by South Wales Police in order to safeguard and protect vulnerable people who are often repeat victims of domestic abuse.

I asked the victim if she would like me to submit a PPN, which is a shared document utilised by different partner agencies so that victims of domestic abuse and adults at risk can receive additional support and conduct a risk assessment on the likelihood of future harm. The victim declined to answer any of the Domestic abuse, stalking and harassment questions and stated she did not want a PPN submitted. I had clear concerns for her welfare, so a PPN was submitted without her consent so the appropriate action could be considered by partner agencies.

I also spoke with the victim regarding ways in which she could get out of this situation if she was not happy in her marriage and wanted a way in which to escape. I suggested there was options like Women's Refuge who help and support women and their children who need a safe place to stay in order to have some time to think about how their future. (Refuge, 2021)

I gave the victim a telephone number for Live Fear Free, which is a Welsh organisation that gives help and advice about domestic and sexual violence and is a 24-hour helpline. (Welsh Women's Aid, 2021)

As the male was arrested following the disclosure of assault, it is possible for the Police to impose bail conditions on a suspect whilst further investigation work is carried out or whilst awaiting a charging decision from the Crown Prosecution Service (CPS), if the victim is supportive of prosecution. These conditions, an example of which is "Not to contact the victim directly or indirectly", are ways in which Police try to safeguard victims and reduce repeat victimisation as offenders are subject to arrest, should conditions such as this are breached. (CPS, 2021) Due to the lack of support from the victim, bail conditions were not imposed on this occasion.

Critical Markers can be placed on addresses where there is likelihood of domestic violence taking place in order to give officers responding to calls, more information about what kind of incident they will be attending, and an immediate emergency response can be given greater consideration based on previous incidents of violence. This should also give victims greater reassurance that their needs are

being met by the Police and would feel more confident in reporting domestic abuse, knowing the Police would respond quickly to safeguard them. This is another factor that can help to reduce the likelihood of repeat victimisation.

In conclusion, it is clear that the response of Police Officers to incidents can have a big impact on the way in which they are dealt with long term. Officers who show empathy and use communication skills such as active listening, understanding the needs of the victim, body language and the words they use can ultimately show victims that they are supported. This in turn suggest that the victim is more likely to support officers with investigations and this can be one factor in getting convictions, which reduces offending behaviour and reduce repeat victimisation.

It's clear that safeguarding the victim should be the number one priority for responding officers and whether the victim wants to support the police investigation or not, positive action should be taken.

Officers should be able to articulate their concerns on the documents shared by partner agencies so that an accurate risk assessment can be completed, and the appropriate action taken.

Officers should not underestimate the important and vital role they play in protecting vulnerable people which allows these agencies to support victims through times of trauma and abuse.

Word count- 2063

Task 3

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

Signed: __ A.Smith_____ (Learner – electronic signature accepted.)

Date: __ 02/01/22_____

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

Response Policing is a varied and challenging role that requires officers who are responding to incidents to be aware of their surroundings at all times and adapt to their surroundings in order to keep ourselves, colleagues and members of the public safe.

The role of a response officers is unlike other more specialist departments. One of the main roles of a response officer is to answer 999 calls which naturally, can be very wide ranging and can be for just about any incident.

The College of Policing (2020) states, "Response officers are at the heart of uniformed policing and will often be the first police officer many members of the public come in to contact with. While responding to incidents is their primary role, in doing this they will also protect the public, proactively patrol their communities, manage critical incidents, communicate with vulnerable people, apply conflict management techniques, give emergency first aid and much more".

The incident in which I attended was a domestic disturbance, in which one of the family members had lost control and was being violent and aggressive to members of his household.

In this case, unlike most others, there had been no previous occurrences at the address, and the subject had no NICHE/PNC footprint. This meant that my colleague and I were walking into this situation completely in the dark. The call summary was all we had to work from as the caller was no longer connected to the call handler in the Public Service Centre (PSC), so no further updates could be passed to responding officers.

Officers rely heavily on Information and Intelligence including the Police National Computer, the local police database (NICHE), members of the public, partner agencies such as social services, mental health departments, local authority, housing and more.

The information is gained from a spectrum of different sources, and this is evaluated using the 3x5x2 method in order to determine the reliability and worth of the information, which then becomes intelligence.

North Yorkshire Safeguarding Children Partnership (2022) describes the process as "Intelligence is where the information submitted has been through an evaluation process based on how the information has been given, who/what was the source of the information, how reliable is that information likely to be and who are they able to share that intelligence with."

In most cases, whilst on route to a domestic incident such as this, warning markers would be passed over the radio to attending officers for their awareness such as Violent, DV Aggressor/Victim, Contagious, Mental health etc. As much information as possible is provided to attending officers for us to keep ourselves and other people safe and to be able to make informed decisions in order to achieve the best possible outcome by being flexible with our approach and how the incident is dealt with.

As I arrived at the address, I remember saying to my colleague “I do not have a good feeling about this one”. I was still fairly new on the shift at this point and wanted to be a member of the team that can be relied upon, so I asked if I could lead this incident, which my colleague agreed with.

I knocked on the door of the property and there was no answer. I could hear shouting and banging coming from inside the property. After it was clear nobody was coming to answer the door. I entered the property under Section 17 PACE, which gives officers powers to enter a property for a list of reasons, but on this occasion, it was to ‘Save Life and Limb’. (*Police and Criminal Evidence Act, 1984*). I had no idea what was happening in the house and due to the nature of the initial call to Police, we needed to get into the property as quickly as possible. The door was locked however, it sprung open by applying some force to the bottom part of the door. I did consider calling for a Method of Entry (MoE) trained officer in order to gain entry to the property, however the door was opened with minimal effort.

I activated my Body Worn Video camera (BWV) prior to entering the property so everything would be recorded, and my actions could be justified as to why I utilised the power of entry and all subsequent events would be captured. It is also South Wales Police policy that the BWV is activated when dealing with domestic related incidents.

I entered the property with my colleague and disclosures were made of an assault taking place of a DV nature prior to Police arriving. The person stated that the perpetrator was upstairs in his bedroom. The person stated that he had been victim of the assault, however, did not want any Police action taken. I informed the victim that due to the disclosures he had made, the male would be arrested. HMIC (2014) states “The term Positive Action refers to the steps and action taken at all stages of the police response to ensure effective protection of victims and children, while allowing the criminal justice system to hold the offender to account.”

I made my way upstairs and entered the bedroom pointed out by the victim, there was a male inside and I attempted to engage with him. He made no reply to my attempts to speak with him apart from replying with the odd profanity. The male was sitting on the bed and I noticed what appeared to be a collection of Samurai Swords on the wardrobe just above the bed. I discreetly pointed them out to my colleague, and I immediately moved closer to the male and informed him that he was under arrest. I realised the potential danger to everybody involved if a sword was used in an aggressive manner and made it a top priority, to gain control of the male.

The male reacted with an explosion of violence, throwing punches towards myself and my colleague and resisting as I attempted to apply handcuffs.

Unfortunately, during the melee, my colleague discharged his PAVA irritant spray towards the male, but this had resulted in the spray entering my eyes, as well as the male who was resisting.

This added more challenges to an already challenging situation, I was now trying to subdue the male with limited ability to see and reduced ability to breathe freely. I used my Police issues radio to ask for a further unit to attend the address and assist. The male was placed into handcuffs after a period of heavy resistance, but the effects of the PAVA had begun to work and compliance was gained. The male was taken into the back of a marked Police vehicle by other officers whilst I went outside into the clean air to reduce the effects of the PAVA as directed as part of ‘Officer Safety Training’.

I re-entered the property a short time later and searched the bedroom under Section 32 PACE and seized the Samurai Swords which I had seen earlier under Section 19 PACE. I also noticed what appeared to be an imitation firearm on a desk. I immediately called for a Firearms Officer (AFO) to attend the address and make the weapon safe before it was seized.

The male was also further arrested for assaulting emergency workers.

Throughout this incident I referred to the National Decision Model for guidance. I first looked at all the information and intelligence that was available, which in this case was next to nothing. Following this incident I ensured that there was as much information added to PNC and NICHE as possible, so that if officers have to deal with this male again, they will have far more information to hand than I did. PNC warning markers were put in place for violent, weapons and DV aggressor. Comprehensive updates were put in place for officers' awareness should they have to deal with this male at a later date.

I also looked at the second stage of the NDM, which is Assess the threat/risk and develop a working strategy. This was used continuously throughout the incident as I decided what action needed to be taken, why it needed to be taken, and what could happen if I do not take the required actions. This allowed me to explain my rationale behind these decisions and why it was necessary to take that action. As the risk and threat to myself and my colleague went up, with escalating behaviour and the risk of weapons, my response to this had to be swift and robust to ensure officers were in control at all times, and not the other way around.

I considered Power and Policy's at the time and following the incident. I knew I had to enter the property under Section 17 PACE, in order to safeguard the people in the house. I was aware that I had to use force in order to gain control of the violent male, which included legislation such as Section 117 PACE, Section 3 of the Criminal Law Act and Common Law, all of which were used in this particular incident. I then searched the room under Section 32 PACE and seized items under Section 19 PACE. (Humberside Police, 2020) Overall a lot of powers were used, but it is important to remember the Code of Ethics at all times as this outlines the standards of behaviour and policing principles that officers must adhere to at all times.

I took action I thought was necessary given the circumstances and following the incident, I reviewed what happened with my colleague, and discussed what could have been done differently if we were to approach that same scenario again.

Following this incident, I completed a Public Protection Notification (PPN) document which is shared information between partner agencies about what has happened and what support can be provided to the perpetrator and victims of the crime. This provides intelligence to other agencies so a bigger picture can start to develop if further incidents occur and a pattern of behaviour can be recognised.

Another challenge not yet mentioned is the COVID 19 pandemic that has been affecting the UK since around March 2020.

Laufs, and Waseem (2020) found that "Emergency situations such as pandemics can have a significant impact on police-community relations and public trust in the police. While effective and successful police response to disasters and emergency

events can put people out of harm's way and ensure public safety and well-being, ineffective police response can undermine public trust and confidence in the police.” Police can come under a lot of scrutiny for enforcing COVID legislation in an ever-changing world of rules and guidelines. Officers put themselves in danger every time they come into contact with people especially when force has to be used and contact is made with a person who could be infected with the virus.

In conclusion, I think there are many challenges that response officers have to deal with on a daily basis. In my opinion, one of the biggest challenges is attending a huge variety of different incidents with very limited information that can place officers in extreme danger, all being overshadowed by the COVID 19 pandemic which can not only affect police officers, but their families as well as members of the public whom we have no choice, but to come into contact with, in certain circumstances.

Upon reflection of the incident, I consider myself very lucky that the male involved did not use the weapons that were at his disposal in this incident. I am acutely aware that when I opened the door to the bedroom, I could have so easily been greeted with a sword or even a firearm, which could have resulted in a deadly situation unfolding before me. In my opinion, the situation was dealt with to the best of my ability considering the limited information I had at the time. My supervisors were pleased with the result and gave very little criticism of how the incident was dealt with. Although I have dealt with levels of extreme violence in my previous role as a Prison Officer, this was a great learning experience for me that is invaluable for me in my career moving forward.

(Word Count- 2034)

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interviewing suspects			8	4			Throughout my time in the Police, I have conducted a small amount of interviews. This is the area in which I get the most anxious and struggle on occasions. I have given myself a score of 4 in this area, although I have successfully completed interviews on my own with solicitors and appropriate adults

							present, there is much to be improved upon. This area will no doubt be developed during my HUB attachment, which I am yet to undertake. I would like to sit in on interviews being conducted by more experienced officers to watch how they conduct interviews and what methods they use to get the desired outcome.
SKILLS Casefiles	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Although I have completed several casefiles in my service thus far, they have all been GAP files for CPS charging advice. For me to improve my skills in this area, I need to complete more casefiles of different natures. I would like to improve a lot in this area and will hopefully be able to get better during my HUB attachment which I am yet to complete, This would give me more knowledge around Bail, Remand, NGAP, GAP and make my own decisions when it comes to deciding what needs to be done.

							The casefiles I have completed so far have all been checked by supervisors and help is always been sought from colleagues when it has been required. I have given myself a score of 4 in this area.
EXPERIENCE Going to court as the OIC to give evidence	Low 1-4	Med 5-7	High 8-10 8	Low 1-4 2	Med 5-7	High 8-10	I have given myself a 2 for this particular case. Although I have attended Crown Court in my previous role as a Prison Officer, I do not feel confident in my ability to perform well under the pressures of court with the amount of experience I have at the moment. If I were to attend court I would ensure that I am as prepared as you can be by reading up on all aspects of the case to be ready for questions that could be asked in the courtroom.

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

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