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Y Drindod Dewi Sant
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**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In 2005 more than 500,000 people in the UK believed they were experiencing work-related stress (Blaug, Kenyon & Lekhi, 2007). With this number increasing every year it is important to understand how to cope and deal with stress. When individuals begin to recognise that they cannot sufficiently cope with the demands being made on them or threats to their wellbeing, stress begins to arise (Lazarus, 1966). The degree of which they experience this depends on the functioning of 2 protective physiological mechanisms; alarm reaction and adaptation. When both mechanisms are not functioning properly stress begins to increase, and the right balance of switching from one and other is decreased (Michie, 2002). Stress can appear at any point during work and can affect people in different ways. Therefore, I will reflect on an experience and discuss the coping strategies I used to deal with stress during my initial 6 months of learning. I will use the Gibbs model to help structure my reflection.

I will be reflecting upon my police training that occurred for 6 months at Bridgend. During training myself and 90 other students were split into 4 classes. In these classes we were taught about the Law and current legislations and also how to police our communities safely. I was constantly assessed through my behaviour and written examinations. Alongside these assessments I had frequent practicals where the trainers would assess and critique the way I dealt with a policing

incident. All of these assessments built up stress and anxiety with all 90 students, but I had developed more stress from personal trauma.

During the first week of training I had broken my ankle, therefore could not participate in practicals and assessments and I would depend on others to carry my bags and take me to work. As I entered the half way point of training I had begun to understand what was needed for me to do in order to prepare for assessments and how to control my stress. Unfortunately, around this time my mother passed away. I was asked if I wanted to continue with training to which I did after 2 weeks at home. I successfully completed training passing all relevant assessments.

Prior to training, I was mindful that the course was going to be hard, time consuming and stressful. I was nervous to start, knowing that all the assessments had to be completed at a high standard. When I broke my ankle, I felt embarrassed and upset that I had to depend on my colleagues who I had only known for 3 days to carry my bags and take me to work. I was also worried and stressed that I would not pass the course due to not being able to take part in practicals. I believe that my level of anxiety meant I struggled to communicate and get involved in activities with my colleagues. However, my confidence improved once my ankle had healed. This confidence slowly disappeared again as I was coming to terms with the passing of my mother. I felt extremely miserable and considered leaving the course at one point. The situation left me very distressed and worried about the upcoming assessment and how I would be able to concentrate to study. Moreover, I was very proud when I had realised that I had managed to achieve what my colleagues had under such circumstances.

Reflecting upon this experience, there is clear evidence that I managed to develop coping strategies that worked for me and enabled me to develop and build resilience and continue with the course. For each assessment and practical that I completed during this course I managed to achieve a grade of high standards. This became a positive aspect of the course experience. Receiving these high standard marks and results kept me positive and increased my confidence during uncertain times. This confidence enabled me to avoid my psychological state effecting my performance. Comppte and Postlewaite (2004) states that positive emotions can improve performance whilst negative ones can diminish it. It was important for me to concentrate on the positive aspects during the course to help me get through the negative and upsetting experiences that I had along the way. Another positive aspect to training was knowing that my colleagues were going through the exact same process as me in regard to assessments and learning. This helped me as I realised that I was not the only one feeling stress from exams and that everyone was going through the same emotions. This made it easier for me to alleviate the stress by talking to my colleagues and sharing coping strategies.

I was disheartened when I released that it was very difficult to obtain the correct balance of work and personal life. This imbalance of work life effected my relationship with my friends and family due to working and studying so often when I was home and as a result I was not able to interact and meet with friends and family as often. This became a negative aspect of training which did not help with the stress that had been building up since starting. A work life imbalance like this can have negative consequences on an individual such as damaging a person's well-being and effective functioning (Guest, 2002). I personally struggled with this issue. Having a mother who was terminally ill and having to use my time to study instead of spending time with her effected my mental well-being and increased my stress levels. Due to these circumstances I had to teach myself

how to cope with this ongoing stress and teach myself to develop coping strategies that worked.

Following this experience, I have learned how important it is to be able to cope with stress.

According to Dewe, O'Driscoll and Cooper (2010) stress arises from the appraisal that certain environmental demands are about to threaten an individual's well-being. There have been two types of appraisals identified; Primary and secondary appraisals. Primary appraisal is where the individual evaluates and gives personal meaning to events and considers the significance of the harm, threat or challenge that arises (Lazarus, 1990). Secondary appraisal further refines the meaning surrounding the event and where individuals evaluate the availability of coping resources (Lazarus, 2001).

My coping resources were a mixture of exercise, sleeping and healthy eating. Not all worked for me and I had to refine each strategy to suit my needs. Exercising became a big part of the way I dealt with all the stress. Not only did it enable me to get fitter, but it also helped me to manage and reduce the amount of stress I was feeling. It has been reported that exercising for as little as 20 minutes can help people feel calmer, with this affect lasting for several hours post workout. The way in which exercise helps the body handle stress is due to the changes it makes to hormone responses. Physical exercise largely affects the neurotransmitters in the brain. There are 2 main neurotransmitters that affect mood behaviours; dopamine and serotonin. When exercising this increases the amount of dopamine and serotonin in the body making the individual feel happy and reduces their stress levels (Jackson, 2013).

Exercising was one of the main strategies that helped me to reduce my stress levels and worked far better than my excessive sleeping which increased my stress levels. Due to long hours of working I

would regularly go for a nap instead of studying, thinking it would help me concentrate later on in the night, but this was not the case. This would just make me more tired and more stressed as I would be sleeping instead on completing the work that needed to be done that night. This became a vicious cycle which I could not get myself out of.

Healthy eating is known to have positive effects on the body. There is evidence that stress can affect an individual's health behaviour such as food choice. Work related stress has been associated with individuals consuming a higher calorie intake therefore decreasing their health (Oliver, Wardle & Gibson, 2000). I made the choice to adopt a nutritious diet in order to help manage my stress. A good nutritious diet can counterbalance the impact of stress by reducing blood pressure, strengthen the immune system and stabilize moods (Wongvibulsin, 2014). An increase in carbohydrates, vitamin C and Omega 3 fatty acids are known to increase the levels of serotonin in the brain, lower the level of cortisol which is a stress hormone and reduce the surges of other stress hormones within the body. Both exercising and healthy eating helped me to reduce my stress and control the amount of stress I would let myself cope with. I knew if my stress was increasing I needed to reduce the amount of excessive sleeping and increase the amount of exercise I was doing and begin to eat healthier.

As a result, in developing the right coping strategies that worked for me I managed to stay on the course and successfully complete training along with my colleagues. It took me a while to find the right strategy that worked for me but during this struggle I could easily identify why they did not work and how I can adapt or change the strategy in order to suit me. I believe I managed to build a lot of resilience in the way I managed to forget the bad things that had happened and use my work and learning as a focus point in order to help me get through those hard times.

The next time I find myself in a similar situation I will know how to deal with the stress of work and home life and how to calm myself down from stressful situations. Next time I will make sure that I talk to people instead of trying to get through the stress by myself.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will discuss and reflect on an incident where I played a significant role which involved conflict. Throughout this paper I will critically assess the incident and include the relevant social and legislative contexts. I will reflect upon how I used the effective communications methods to reduce the amount of conflict present at the incident and calm everyone down in order for myself and my colleagues to proceed with our duties. I will also describe the process taken in order to determine whether use of force that was used was necessary in this situation. Finally, I will ensure that I will illustrate my understanding of the core principles as well as any relevant code of practice considerations made during this incident.

The policing incident that I have chosen to write this reflection about is one where I played a significant role in dealing and defusing a conflict matter. Although the shouting and the aggression of the people involved defused during the incident the offender began to get very aggressive and decided to resist arrest therefore the necessary amount of force had to be used in order for myself and my colleagues to perform our duties. This incident was a first response call that we received through the radio. A few other officers and I decided due to the nature of the call and the indications of a violent person it would be best if a number of us went to the incident. The call handler who received this call categorised it as a grade 1 response indicating that we had to proceed to the address with blue lights and caution when approaching the property. When a call handler is on the phone to a member of the public they must determine the severity of the call, in order to decide if the incident needs an emergency response from the police. An emergency response is only used when the call handler believes there is likely to be a risk of; danger to life, serious injury to a person, serious damage to property, immediate threat of violence or the crime is being committed as they speak (Association of Chief Police Officers, 2005).

As we were driving to the address we received the circumstances of the call. The report stated that a male wearing a blue hat with a red bobble on top was damaging and breaking things in the property and can be seen doing so through the window. The offence in this matter was criminal damage. Section 1 of the Criminal Damage Act 1971 defines the offence of simple criminal damage as:

1(1) A person who without lawful excuse, destroys or damages any property, belonging to another, intending to destroy or damage any such property or being reckless as to whether any such property would be destroyed or damaged shall be guilty of an offence.

(Criminal Damage Act, 1971)

This report appeared to be a third-party report which means that the victim of the crime had not reported it but someone who has seen it happening most likely a neighbour. Due to this report being

a third party report we decided to turn the sirens off as we approached the property in order to reduce the chance of the offender hearing us and running away. As we approached the property a male matching the description that was given to us over the radio stepped outside. My colleague placed the male in handcuffs in order to prevent him from escaping whilst we established what had happened. As the male was placed in handcuffs another male stepped out of the property followed by a female who was the victim.

All 3 individuals began to shout at each other and became aggressive. In order to defuse the situation, I decided that they all had to be separated for us to gather as much information from each individual to establish what had happened inside the property. This took me longer than expected due to me being nervous in communicating with the individuals. I had not been to a call with such conflict before and I was unsure whether the way I was communicating would make things worse. Once I found out that I could manage the situation and my communications methods were successful I made the decision to talk to the female inside whilst my colleagues stayed with the other 2 males. This decision was made following the core principles of ethics where the safety of the victim is important before establishing what has happened. As Pagon (2003) states, there is a global effort by police organisations to improve the application of ethical conduct of their members. Their discussion on the requirements of police officers to understand the hierarchy of values within police ethics encourages a discussion on ethical decision making. In the case of this incident, ensuring the victim's safety at this point was the primary ethical consideration.

I decided to adopt some of the fundamental elements of effective communication in order to gather as much information from the female. I began by asking her open questions in the hope that she would provide me with a large amount of information in her answers. Open ending questions allow the individual answering to give a free answer where they are able to talk about a wide variety of topics within one answer (Farrell, 2016). The benefit of asking open ending questions in this situation is that it allowed me to find out more than I anticipated. I decided to adopt this type of communication to begin with in order to receive a large amount of information quickly to establish

what had happened. Once I received this information I began to use a different communication method which was closed questions. I used these types of questions in order to gather more specific information. In reflection using open ended questions did not always result in obtaining the right information as the female would go on to talk about an unrelated topic. Therefore, I had to ask closed questions between each open question in order to get the female to talk about the incident.

Throughout this questioning I used both verbal and non-verbal communication skills. Non-verbal communication is as important as verbal communication as it helps us to convey meaning and also to interpret the actions of those around us. Non-verbal communication can be very subtle, and some may not be aware of such communication. Research has identified nine types of non-verbal communication that are used regularly. Facial expression is the most used form of non-verbal communication. The look on a person's face can often tell us much more about how a person is feeling than the words used by them. Gestures is another form of communicating without words. This can help individuals if they have no words to describe, they can use gestures with the most common being pointing and waving. During my conversation with the female in the house I used a number of gestures in order to clarify what she was stating. The female would talk about the positioning of the male inside the property and how he moved from one side of the room to the other and damaging property in the process, therefore I pointed to the spaces in order to clarify the exact positioning of this male. Paralinguistic refers to the vocal communication that does not have a language such as tone of voice, loudness and pitch. This can be a very powerful indication on how the individual is feeling (Cherry, 2020). Many times, during the conversation the female would raise her voice therefore I had to ensure that my voice was mellow and calm in order for her to bring down her level and tone of voice. The above non-verbal communication were the main forms out of the 9 that were used during this incident.

It was important for me to ensure that I used my active listening skills when the female was relaying information regarding the incident. McMains and Mullins (2014) define active listening as "the ability to hear what the other person is saying; his words, his feelings, and his expectations, and let him

know you hear". I could clearly see that the female was distressed as we entered her house and the damage caused by the offender was clearly visible. I believe that this communication method was the most important of all to use as it enabled me to show the victim that I was here to listen to her and help her. It also allowed me to show that I was working in line with the Code of Ethics by acting with integrity and respect towards a victim of crime.

Once I was happy that I had established what had happened in the property I discussed it with my colleague who was talking to a witness who was also inside the property at the time of the incident. After the discussion we discovered that the victim and witness had given the same description of events and that the male in handcuffs was the one who caused damage to the property. I then made my way outside and arrested the male and told him the necessity of his arrest which was to prevent further damage and for a prompt and effective investigation. As soon as I finished explaining the necessity for his arrest the male began to get verbally resistant and shouting towards myself and my colleagues saying that he has not done anything and that he should not be arrested. I decided the best thing to try and calm him down was for me not to raise my voice because that will fuel him into shouting louder than me and potentially turning aggressive. This is known as the Betari's box.

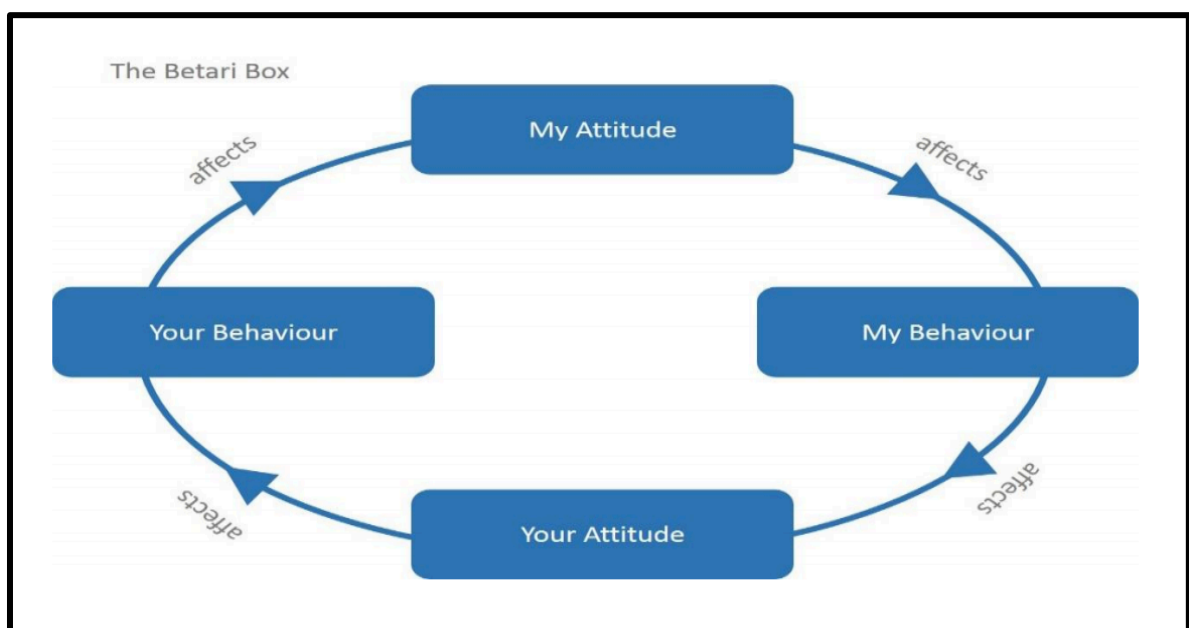


Figure 1: Diagram displaying the Betari's box model (College of Policing, 2016a)

The Betari's box is a model that concentrates on the behaviour and attitude of individuals involved in a conflict situation. Figure 1 shows how an individual's behaviour and attitude can link together and rotate until the matter has gone out of hand. Often officers can get stuck in the cycle where the behaviour of the offender affects the attitude of the officer which then affects the behaviour of the officer and then affects the attitude of the offender. If this cycle is unchecked, it can lead to an escalation of conflict. Therefore, it is important for officers to be able to break this cycle in order to reduce conflict (College of Policing, 2016a). This is the reason I decided to maintain composure and communicate in a calm and respected manner with the offender to reduce the effect of Betari's box and as a result reduce the aggressiveness of the offender.

Other officers and I escorted the offender towards the van in preparation to conveying him to custody. On the way to the van the offender was calm and allowed us to search him prior to going into the van to ensure that he was not carrying anything that could harm himself or us. As we completed the search he began to become very aggressive and rigid. I tried to use tactical communication with him and explain that he needs to go into the van in order to go to custody. Tactical Communication is a form of verbal or non-verbal instruction and commands which is known as a low form of force. This did not seem to work, and he was becoming more passive and decided to lie on the floor.

Prior to using force on anyone it is important to look at the impact factors. Impact factors are officers' individual assessment on the person that is confrontational and what level of threat they pose to the officers. These factors can vary from, gender, size, relative strength, alcohol or drug influence and weapons (West Yorkshire Police, 2011). In this incident the offender was clearly under the influence of drugs which could impact his behaviour and strength. According to Home Office (2019) the most common impact factors between April 2018 and March 2019 was the influence of alcohol with 166,000 individuals out of the 428,00 recorded use of force incidences.

Officers may use any force that is necessary and proportionate under Criminal Law act 1967, Police and Criminal Act 1984 and Common Law. In this incident we used reasonable force to lift the offender from the floor and into the van. As my colleagues placed him into the back of the van the offender became more aggressive and kicked one of my colleagues. Reflecting on the force that was used I believe the right amount was used and the way we used the force was justifiable due to the behaviour and actions of the offender. All legislations require that force should be reasonable, and the degree of force used must be kept to a minimum (College of Policing, 2013). I ensured that I followed these legislations by attempting to speak to the offender first and then using force when it was necessary and to ensure his safety when going into the van.

In conclusion I believe I have dealt with the conflict involved in this incident very well. I was able to defuse the conflict at the beginning of the incident by adapting the way I communicated with each individual. In order to separate everyone, I had to make sure that I was dominant in what I was saying but then when it came to getting information from the victim I had to ensure that I used all the relevant communication skills with active listening being the main one to ensure that she knew I was there to help her. In reflection I feel like I assessed the situation very well and was aware of everything that had to be done in order to diffuse the situation and manage the offender in a fair and reasonable way. My knowledge regarding the Betari's box enabled me to avoid the situation many officers find themselves in when their attitude and behaviour are affected by the offender's attitude and behaviour. I managed to stay calm and as a result manage to reduce the amount of shouting that was coming from the offender. I made sure to follow the core legislations regarding the use of force that was used and I believe the force was reasonable and justifiable during this incident.

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this essay I will discuss an incident where officers played a significant role in providing the relevant safeguarding measures for a victim. Throughout this paper I will critically assess the incident by including social and legislative contexts used during the incident. I will consider and reflect on the responsibilities and procedures that were followed as well as the utilization of relevant codes of practice used during this incident in order to support and safeguard the victim. I will discuss and explain how my policing values were engaged in regard to my communications with the victim that led to a good rapport. Having been a victim for 5 years it was important to reassure the victim that they would be updated at every stage of the investigation and to reassure that I was doing everything I could to support them through the Criminal Justice System.

The policing incident that I have chosen to reflect upon is one where I played a significant role in helping and advising a victim through the investigation of stalking that she had been subject to for

the last 5 years. I received this case in my task inbox by my sergeant as it was an incident that had been categorised as a grade 4 response. Every call handler is responsible to grade each call that they have received through 999 or 101. They had decided to categorise this call as a grade 4 response as there was no immediate threat or harm towards the victim. A call that is categorised as a grade 4 means that the individual who has called the police should expect a response within 48 hours. This can be a phone call or by attending the individual's address (Greater Manchester Police, 2017). After reading the circumstances of this call I decided to ring the victim and discuss the matter further in regard to providing us with a statement. The victim informed me that she wished to make a complaint and wanted something done about the issue as it had been going on for a while. I then discussed and explained to the victim about the process that needed to be followed in order for this case to progress further. I explained to the victim that this process involved her providing us with a statement. I discussed this with her further and explained that a witness statement is a formal written document called an MG11 containing the witness/victim's account of the facts relating to the incident. The purpose of a witness statement is to provide written evidence to support an individual's case that will, if necessary be used in court (Cameron, 2011). It is important to gather the most accurate and comprehensive information from the witness in order to portray the true actions taken in this incident.

I had arranged to meet the victim at her preferred place so that she could feel calm and in a familiar environment as she relayed the information regarding the stalking that she had endured for the past 5 years. When I attended the address, I could immediately see that she was very nervous, due to past encounters that she has had with the police. The victim stated that she had previously reported this incident to other police forces but did not receive the reassurance or information about the ongoing investigation that she needed and felt let down by the organisation. The impact of one negative encounter has shaped her mind and feelings towards the work of other police forces. Hillard (2003) states "you have ten positive encounters with the police and that's good; but one negative encounter, and all the positives disappear". Due to the victim's reaction and the way she interacted with me, I decided to explain every step of the criminal justice process to her and

communicate with her in a sympathetic and understanding way ensuring that I was doing everything to follow the key policing values that we work towards every day. Public service is one of the key values that officers need to ensure that they are adhering to at every stage of an investigation with members of the public. This value emphasises on the importance of creating the best possible outcomes for the public by engaging and listening to the victim's needs and concerns (College of Policing, 2016b).

After explaining everything to the victim and reassuring her about the process she began to relay the relevant events and information about what has happened to her and what she has had to endure over the past 5 years. As stated earlier the crime of this incident is stalking.

Section 4A of the Protection from Harassment Act 1997 sets out the offence of stalking involving fear of violence or serious alarm or distress.

4A(1) A person (A) whose course of conduct -

(a) amounts to stalking, and

(b) either -

(i) causes another (B) to fear, on at least two occasions, that violence will be used against B, or

(ii) causes B serious alarm or distress which has a substantial adverse effect on B's usual day-to-day activities,

is guilty of an offence if A knows or ought to know that A's course of conduct will cause B so to fear on each of those occasions or (as the case may be) will cause such alarm or distress.

(Protection from Harassment Act, 1997)

The victim explained how she believes the stalking had started and how the person who is stalking her saw her for the first time. She mentioned that she lived in a shared accommodation and overheard someone saying that a man was living in the shed outside in the garden. The victim

stated that she felt very nervous every time she could see the shed because she did not know if the man was in there looking at her. She moved shortly after this into a new house to which she stated she began to receive unwanted messages via various social media platforms from a man identifying himself as the man from the shed. The victim continuously stated to me that she has never seen this male or even spoken to him. As discussed previously this unwanted contact from the male has been continuous for 5 years.

Not only did the victim endure the unwanted messages via social media she also had to come to terms with the fact that the male who was sending these messages had found her family home and broke into the house and left little messages. This raised alarm bells for me regarding the lengths that this male would go to in order to see the victim. All this information strengthened my determination to find out who this male is and ensure that I use every safeguarding measure that South Wales Police have available in order to protect the victim. Along with information regarding the offence the victim also disclosed how it's affected her day to day life. I decided to give her the opportunity to conclude these in a victim personal statement (VPS). VPS provides us with extra information on how the crime had affected the victim and highlights what further support they may need. In this statement the victim can express anything from whether they feel vulnerable, whether they would like extra support to overcome the effects of the crime to whether the crime has caused or made worse any medical or social problems they may be suffering (Bryant and Bryant, 2019)

According to National Stalking Helpline around 19.4% of people that have reported being stalked are victims of stalking for a period of 2-5 years (Home Office, 2012). The prevalence of becoming a victim of stalking can be relatively high for some individuals where they become subjected to extent periods of time (up to 5 years) of harassment which results in significant psychological damage (Paul and Michelle, 2002). The word stalking has come from the word "stalk" which has the meaning of both walking stealthily and the act of following one's prey which is how people feel when they become a victim of stalking; like they are being followed and targeted like a prey (Mullen, Pathe

& Purcell, 2000). Stalking can be a result of the behaviours and attitude of the perpetrator. Meloy has studied the behaviours of stalkers and stated that the model stalker is

An underemployed man in his fourth decade of life. He is single or divorced and has a prior criminal, psychiatric, and drug abuse history. He has a high school or college education, however, and is significantly more intelligent than other criminals.

(Meloy, 1999)

This here is what's known as criminal profiling. Criminal profiling is a procedure whereby the nature of the crime is used to make an interpretation about the personality and other characteristics of the likely offender (Louw, 2001). Zona, Palareo & Lane (1998) have expanded on criminal profiling and introduced a typology for classifying stalking cases. There are 4 groups to this typology; the erotomantic, the love obsessional, the simple obsessional and false victimisation. The erotomantic represents approximately 10% of stalking cases. This is usually a female pursuing a male and is primarily diagnosed with delusional disorder and erotomantic subtype. The duration of this type of stalking can last more than 1 year. The love obsessional typology represents approximately 30% of stalking cases with men typically pursuing females or strangers and may have a variety of psychiatric diagnoses. There is usually fanatical love towards the individuals being stalked. The third typology is known as the simple obsessional which can be explained for approximately 50% of stalking cases. This typology is usually carried out by a man who has been rejected when pursuing a prior sexually intimate woman and may have drug dependency or abuse. The typical duration for this type of stalking is the shortest of all at under 1 year. The final typology is known as false victimisation syndrome which is displayed in around 2% of stalking cases. This is when a victim claims that he/she is being stalked by a known or unknown person when in fact they are not being stalked at all. This particular case that I was investigating sounds much like the typology 'The love Obsessional' based on the fact that the victim is a stranger and the perpetrator has left love notes around her family home.

As mentioned previously I was going to use every safeguarding measure that we offer in order to protect this victim whilst the investigation was underway. It was important for me to take my time with the victim and explain every safeguarding measure that we have to offer to ensure that she was happy with everything that we were doing and to comply with the Codes of Practice for Victims of Crime. This states that officers must treat victims in a respectful, tailored and sensitive manner. Victims should always receive appropriate help and know what extra support they can receive to help them cope and recover and mostly to protect them from re-victimisation (Ministry of Justice, 2015). I discussed with the victim what would happen if this case went to court and if she was happy to attend court. I could see that she was nervous about the prospect of potentially seeing the man who has been stalking her therefore I discussed Special Measures that we can provide to help victims attend court and get their case across. Special measures are important in terms of the victim's well-being which can impact the quality of evidence they are able to give. There are a variety of special measures available through the courts such as, screens being positioned around the victim which ultimately stops the victim and the defendant from seeing each other. Another popular form is a live tv link, this is when the victim gives evidence in another room of the court and is relayed to the court room via a live link. This means the victim does not need to be in the same room as the defendant. Each special measure may be used individually or combined in order to get the best evidence (Bryant and Bryant, 2019). After relaying this information to the victim, she seemed happier to attend court and provide her evidence. The next step for me was to ensure that she was safe and felt like she was protected. This is when I introduced the option of submitting a public protection notice (PPN) for her. I believe a PPN was relevant at this stage due to the victim disclosing that she had developed severe anxiety symptoms over the past 5 years due to the stalking. A PPN is a document that enables officers to seek extra support for the victim. This particular PPN was based around the victim's mental health and well-being. Each PPN that is submitted is shared via multiple agencies that can provide victims with further support. Another safeguarding method I thought was important to give this victim was police watch and target hardening. Target hardening are an organisation that can assist in providing advice on how to keep individuals' property safe. It was crucial to refer the victim to this because she does not know where

the male is and where he lives, and we also have evidence that he has broken into her family home. Target hardening could provide her with the necessary tools in protecting her property and even change the locks on her door. Police watch was another method I suggested due to the victim disclosing that she cannot go to the shop by herself unless she is on the phone with someone. Police watch was introduced to Cardiff in 2002. It's designed to provide enhanced levels of police intervention and presence which ultimately reassures the victim that they are not going to be harmed in their presence. Police watch is known to improve victims' satisfaction and decreased the levels of repeat victimisation over the past 2-3 years.

In conclusion I believe that I assessed the situation to the best of my ability and implemented the correct measures in order to support and engage with the victim. In reflection I took the responsibility to ensure that the victim understood the criminal justice procedure and ensured that I provided her with all the information that she required in order for her to feel like we were listening to her needs and ensuring that I was following the key policing values. I did not want the victim to think that she was having the same disappointing treatment as she expressed that she had received from other forces therefore I took my time with the victim and communicated in a very sympathetic and sensitive way. I believe I did well in engaging with the Codes of Practice to support the victim and offered as much safeguarding measures as I thought were applicable to this case.

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will discuss an incident where I played a significant role in managing an offender and conducting an investigation. Throughout this paper I will critically assess the policing incident by including legislative and social contexts. I will reflect on the way the National Decision Model (NDM) assisted me in the way I responded to the incident and evaluate the role of discretion in the decision-making process. I will also determine the responsibilities I had in regard to following the Criminal Procedure and Investigations Act (CPIA) when conducting an investigation. And finally, I will illustrate how my policing values were engaged during the incident and assess the potential impact of bias in my decision-making process when dealing with an offender.

The policing incident that I have chosen to reflect upon is one where I played a significant role in an investigation involving an offender, starting from obtaining information from the victim, arresting the offender and interviewing. This case was not a first response incident, it was sent to my task inbox

from my sergeant as it was an incident that had been categorised as a grade 4 response call. All call handlers need to ensure that they ask the reporting person as many questions in relation to the incident in order to categorise the incident. The call handlers had decided to categorise this specific call as a grade 4 response because there was no immediate risk or threat towards the victim as both the victim and suspect had not met during the incident, it was all done via text messages. Due to the grading of this call I could take my time in familiarising myself with the contexts of the call before contacting the victim as a grade 4 response means that the reporting person should be contacted by police within 48 hours. I read the circumstances of the call and contacted the victim for further information regarding the incident. The victim disclosed that her mother had been sending malicious text messages to her. Before taking this incident further I decided it would be best for me to see the messages in order to deem whether the suspect had in fact committed an offence. Once I reviewed these messages I agreed with the victim that these messages contained offensive and threatening contexts which coincides with the offence of malicious communications. Section 1 of the Malicious Communications Act 1988 defines offences in relation to sending offensive, indecent or threatening letters and electronic communications with the intent in causing the receiver of these messages anxiety or distress. The definition for this particular offence states:

1(1) Any person who sends to another person -

(a) a letter, electronic communication or article of any description which conveys -

(i) a message which is indecent or grossly offensive;

(ii) a threat; or

(iii) information which is false and known or believed to be false by the sender; or

(b) any article or electronic communication which is, in whole or in part, of an indecent or grossly offensive nature,

is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.

(Malicious Communications Act, 1988)

The victim informed me that she wanted to make a formal complaint against her mother. I then proceeded to brief the victim with what the next steps involved in regard to making a formal complaint which includes the victim providing us with a statement. A witness statement is a formal written document called an MG11 which officers write but is formed from the words of the victim. The purpose of this statement is to obtain all the relevant information regarding the incident that can be used in court if necessary. After gathering all the information, I informed the victim that we will proceed to conduct arrest enquiries.

Once I established where the offender lived, myself and a colleague went to the address and arrest the offender on suspicion of malicious communications. When we arrived, I could see that the offender was very distressed and appeared to be elderly and frail. As I cautioned her I used my policing discretion in my decision making regarding handcuffing the offender. She was very compliant and did not meet the criteria of justifying putting someone in handcuffs therefore I decided it was not necessary to use this form of force on the offender. The use of force that we can use as officers against members of the public derive from the following legislations: Section 3 Criminal law, Section 117 Police and Criminal Evidence Act 1984 and Common Law (Association of Chief Police Officer of England, Wales & Northern Ireland, 2010). Guidance state that use of handcuffs is justifiable when officers believe that they are doing so in order to prevent the following 3 outcomes; offender injuring themselves or other people around, the offender trying to escape or simply the offender trying to tamper with any evidence. I could clearly see that there was no threat of any of the above happening which concludes my reasoning for not placing the offender in handcuffs.

Discretion can be defined in many ways but the most well-known definition by Davis (1971 quoted in Bronitt and Stenning, 2011, p.321) states "A public officer has discretion whenever the effective limits on his power leave him (or her) free to make a choice among possible courses of actions or inaction." This quote is very broad and may worry some people that officers have free reign in how they deal with different individuals, but officers follow a guideline in order to not cross over into discrimination territory. The use of discretion is important in modern day policing as it provides

officers with the ability to take alternative actions in a wide range of areas including the methods of intervention, investigative measures that are used and choosing the right procedure and objective for the incident that has taken place (Goldstein, 1977). As stated previously the use of discretion enabled me to decide that the best method to convey the offender was not through placing her in handcuffs due to the compliancy and nature of the offender.

Throughout the duration of this incident I have been making each of my decision based on the National Decision Making Model that every officer adheres to country wide. The NDM is a risk assessment framework that makes the decision process easier for officers and also helps to structure a rationale of what they did during the incident. Not only does this model support officers in their decision making but it can be a useful tool in helping to improve future decision making and to establish the best methods for future situations (College of Policing, 2014a) The NDM model was introduced by the Association of Chief Police Officers (ACPO) in 2012 as a development from the Conflict Management Model. With this new model the ACPO have stated that they would support the decision of officers if they can show that they have made their decision using the NDM (Bryant and Bryant, 2019). The model consists of 6 key elements, with each element providing the user with an area to focus and consider before, during and after their decision making.

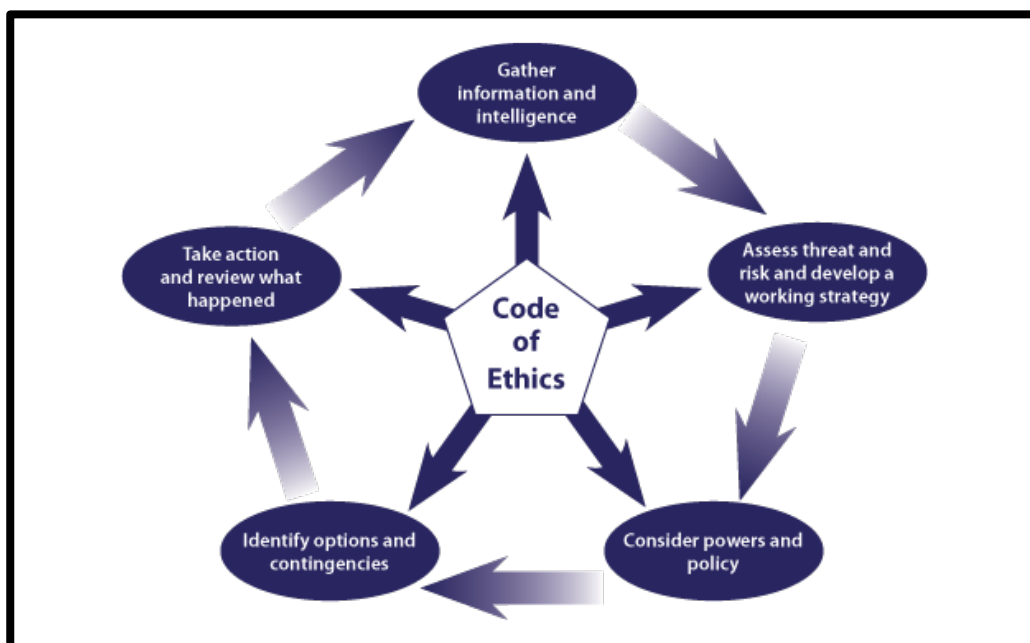


Figure 1: Diagram showing the 6 key elements within the National Decision Making Model (College of Policing, 2014)

Figure 1 shows how the 6 key elements join to create the model. As we can see the fundamental element in this model is the Code of Ethics which is situated in the middle of the model. This is because it is a constant value that needs to be remembered as officers go through the following 5 elements when going through the decision-making process when they are involved with an incident. This Code of Ethics was devised by the College of Policing in order to support each member of the policing profession to deliver the highest professional standard in our service towards the members of the public. There are 9 policing principles at the heart of the Code of Ethics which are; Fairness, Integrity, Selflessness, Honesty, Accountability, Respect, Openness, Leadership and Objectivity (College of Policing, 2014b). Reflecting upon the way I resolved this incident I believe I followed the National Decision Making Model at every stage. I began at the first stage: Gather information and Intelligence. During this stage I had to ensure that I understood what had happened and how it happened. This is why I decided to call the reporting person who turned out to be the victim and discuss with her further any relevant information regarding the circumstances of her call to the police. After clarifying this with the victim I decided in order to be able to move onto the next step in the model I needed to gain some more information in regard to the theme of the messages and how they were written and portrayed therefore I asked for the messages to be forwarded to myself. The second stage of the NDM is the assessment stage where I needed to assess the threat and risk that was involved in this incident. During this analytical stage I realised that the incident had happened a couple of days before the victim called the police and no other communications had been between both the victim and the offender. This made it clear to me that there was no immediate threat therefore I could proceed with this investigation in slow time and complete as much as I could before the arrest enquiries such as obtaining and MG11 from the victim and organise all the relevant exhibits ready to interview the offender once she was arrested in order to minimise the amount of time the offender was in custody. The third stage of this model required me to consider my powers and policies. In this situation it was important for me to seize the offender's phone and any other electronic devices that she had access to under Section 19 PACE in order to examine the devices forensically for any evidence. I decided the right decision was to arrest the offender at her home and then search for the electronic devices under Section 32 PACE. The next step in the NDM

is identifying my option and contingencies. I made these decisions as I was arresting the offender where I decided that there was no threat toward myself or my colleague from the offender as she was very compliant and was prepared to accompany us to custody. Due to her compliancy I believe it was justifiable not to place her in handcuffs. The final stage to this model is to review the decisions and procedures that I took. Upon reflection I believe that I took the correct decision throughout the model and used my discretion wisely when I identified my options. I believe perhaps my bias took over in some areas due to the offender being old and not wanting to treat the elderly badly therefore did not use any force on the offender. But overall, I believe I made the right decisions.

Throughout every investigation it is important that any relevant material used during this period must be retained and disclosed to the appropriate services. Under these circumstances, material is known as any kind of information and objects that are obtained during the course of a criminal investigation. This does not only include material that is given to the investigator but also material that the investigator creates e.g. electronic pocket notebook entry and notes taken during interviewing (Ministry of Justice, 2015). This follows the guidelines found in the Criminal Procedure and Investigations ACT 1996 (CPIA). The CPIA requires the investigator of any crime to provide a list of unused material that they have accumulated during the investigation to the prosecutor, who will then decide what unused material needs to be disclosed to the defence (Bryant and Bryant, 2019). During my investigation of malicious communications, it was important for me to retain the relevant material in order to comply with the CPIA. I did this by saving all relevant screenshots of the messages onto a file that was easily transportable. During the interview I made notes of what the offender was saying, and I made sure that these notes were scanned and attached to the case file. Not only did I retain the material I was creating I also retained any significant statements the offender was making. After we concluded the interview the offender asked if deleted messages could be retrieved from mobile phones. Due to the nature of this crime I decided to record this statement by writing it on a relevant document and then revealed it to the CPS along with my other materials.

In conclusion I believe I have dealt with the offender in the best possible way and that I also conducted the investigation in a fair and professional manner. In reflection I feel like I took full advantage of the NDM which enabled me to make the right decisions along the way and made me evaluate and reflect upon the decisions I decided to take when dealing with offenders if they are compliant. I don't believe that my bias influenced me to make a specific decision and that the policing discretion that I did use when I had to decide whether to place the offender in handcuffs would be used in any other similar situation. I am confident that I followed the correct procedures regarding recording, retaining and revealing unused material and I believe that I followed the key policing values throughout this investigation.

Task 5

Personal Development Plan / Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 6000D) 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 a personal development plan that you can use for this task.

500 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.

It will count towards the overall equivalent word count of 10,000 words equivalent total for this module.

ANSWER:

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Area of Development	How it will be achieved	Who can provide support	Timeline
To develop knowledge and skills in suspect interviewing	Through conducting as many suspect interviews as possible and reflect on each on in order to improve each time. Also I could observe another officers interview to gain more knowledge on how more experienced officers conduct interviews.	PS LYNCH PC MANTLE PC MANSFIELD	0-6 months
Improve Case file building	Through gaining more experience in building and completing a casefile and observing other officers building their own case file. Also I could improve by completing an	PS LYNCH PC MANTLE PC MANSFIELD	0-6 months

	attachment at the HUB where they complete a large amount of case files.		
Improving the way I deal with violent suspect	Through experience and asking for advice and tips from my colleagues. Also by not taking a step back in these situations and ensure that I get involved with the help of experienced officers	PS LYNCH PC MANTLE PC MANSFIELD	0-6 Months
Develop officer safety skills	Through observing more experienced officers and taking advice and guidance from my colleagues. Ensure that I attend the refresher course and fully engage	PS LYNCH PC MANTLE OC MANSFIELD	0-6 Months

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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Task 6

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 6000D; Professional Police Practice 3 and in signing it will be equivalent to 500 words towards the 10,000 words equivalent total for this module.

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: Ffion Rees (Learner – electronic signature accepted.)

Date: 19/7/20