

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

I started my initial training course in September 2020; during this challenging 6-month period, it was necessary to use different coping strategies in order to minimise the level of stress I was under. At the same time, still being able to complete the day-to-day activities, develop and understand the information being delivered to me and focus on the exam deadlines.

During this task, I will be discussing the personal methods I used to minimise the level of stress I was under and comparing them to other methods I utilised at the time, and continue to use. I will be explaining how these methods have made me more a more resilient individual.

Before I start to discuss what methods I used to minimise stress, I think I should explain exactly what stress is.

“Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure” according to the Mental Health Foundation (2021).

Short-term stress can be beneficial and can allow us to push through difficult situations that we may find ourselves in; however; prolonged periods of stress can have negative effects and can lead to things such as mental health issues. This is why managing and finding ways to cope with stress are important for personal wellbeing and health. Mental Health Foundation (2021).

One of the methods of coping with stress I used and continue to use, is the hot tub. During stressful periods, for example in the lead up to exams, I would regularly use the hot tub as a method of relaxation following periods of intense revision, with the view of stopping myself from becoming overwhelmed with the feeling of impending disaster.

I would often come home from a day in the classroom with my brain feeling as if it simply cannot store any more information, with seemingly endless definitions that needed to be learned for the ever-approaching exams. I would often contemplate whether I had made the right decision in leaving my previous job in the Prison Service, a job that I loved, to become a Police Constable. I truly believe that if not for the strategies I used to overcome these obstacles, I would not be in the position I am today.

I would allow myself time at the end of the day, be it following a day of classroom work or private study time, to get into the hot tub and allow myself to completely relax and think about anything and everything that wasn't to do with work. This allowed me to keep work and home life separated to a certain degree and ensure that the two did not mix as much as possible. This would stop me from getting worried or anxious about work related matters whilst I was at home, by allowing myself this private time to gather my thoughts.

"Along with the stress relief you receive from water buoyancy and warm water immersion, therapeutic massages from hot tub jets help to relax your body and mind." According to ThermoSpas (2015).

The hot tub, in my personal experience, had more than just psychological benefits. Whilst performing the more physical aspects of training, such as Officer Safety Training (OST), I was not only being tested mentally, but also physically. The week long course, which involved different limb restraints, take downs, handcuffing and the use of Personal Protective Equipment (PPE) was intense and required concentration as well as physical endurance and resilience. The use of the hot tub not only allowed me to relax after an exhausting day, but improved my body's ability to recover from the punishment. "Massages reduce stress hormones and promotes the body to release endorphins, which are natural mood elevators and painkillers." According to ThermoSpas (2015).

Becker (2012) suggests that using warm water immersion, the brain becomes more relaxed and therefore, things such as memory functions would improve and subsequently thought processes become more clear and creative. This no doubt played a role in my ability to develop, understand and retain the information that was delivered to me in the classrooms, information that was essential for passing the exams in the initial stage of training.

Using the hot tub in the evening would in my opinion, assist me in getting a better quality of sleep in the nights due to the ongoing feeling of relaxation. Getting the right amount of sleep is important for concentration. Experts suggest that adults need between 7 and 9 hours for normal daily functionality. Therefore any help in getting to sleep, and getting good quality sleep is worth the time and effort.

Another method I used to minimise stress and build resilience was exercising regularly. This exercise came in different forms.

Exercise acts as a stress reliever, and in doing so, releases hormones called endorphins that make you feel good and can aid in distracting you from worries you may have, including work related stresses.

Seaward (2017) suggests that "exercise can provide stress relief for your body while imitating effects of stress, such as the flight or fight response, and helping your body and its systems practice working together through those effects."

Seaward (2017) goes on to say that "this can also lead to positive effects in your body—including your cardiovascular, digestive and immune systems—by helping protect your body from harmful effects of stress."

One of the main forms of exercise I used in the initial 6-month training programme was attending the gymnasium, approximately 4-5 times a week. The 0800-1600 working day meant that I had plenty of time in the evenings to go and work out. My routine would consist

of cardiovascular activities such as running on the treadmill. This was to improve my level of fitness and endurance. I will no doubt need these qualities, in the coming months and years as a Police Constable.

I would also use weights in order to improve my level of strength, the role of a Police Constable may mean that I could be in situations where it is necessary to overpower and restrain individuals who are placed under arrest and are not compliant with Officers instructions. Becoming fitter and stronger means that I am more prepared for the challenges that I will no doubt face and has improved my resilience immensely.

Unfortunately, due to the current circumstances the world faces in the form of a global pandemic, COVID 19. Due to this unforeseeable disease that gripped the world and left the country in lockdown, I had to find other ways to keep up my levels of fitness.

I started going for runs most nights of the week. Being from the Valleys, I am lucky enough to have mountains and forests on my doorstep. I found that after going on these runs in the open air and different terrains, I preferred it to the treadmill. Not only did I not have to travel to the gymnasium but running outdoors has benefits of its own. On the rare occasion in the valleys where the sun is shining, I would enjoy running even more because the ultraviolet light that the sun naturally radiates, provides our bodies with vitamin D. This is especially good for me as it is good for your skin, and helps immeasurably with my psoriasis. Not only that but my dog who accompanies me on these runs, is grateful for the exercise.

Running outdoors offers different environments of nature. It is perfect for clearing the mind and helps the mind make better decisions. You will likely experience a better mood, because of the endorphins that are released whenever this kind of exercise is performed. According to Fitpeople (2018).

Even with gymnasiums starting to re-open now, I intend to keep running outdoors as it is not only good for mood and health, but it keeps my attention. I choose different routes to take and run for different amounts of time as well as distance. Outdoor running in comparison to the treadmill in the gymnasium means I am not just looking at the wall for extended periods of time, it allows me to explore parts of the countryside I have never seen before, and this makes it worthwhile enough for me.

I think that overall, these strategies have helped me through my initial 6 months of training and continue to do so as I move forward into the next stages of training, the tutoring phase. The hot tub and the exercise have helped me manage stress and build resilience in similar ways, but also in different ways. In comparison with each other, they have performed different roles in my development and I would not be where I am at this time, loving every day of my work, without the benefits these strategies have provided me with. To compare them directly would bring about disadvantages of the methods. They worked, and continue to work for me and I intend to keep using them as tougher times no doubt lay ahead.

(1484 words)

Task 2

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

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

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

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

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

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

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

ANSWER:

During this task, I am going to be talking about a specific incident in which I played a significant role and reflect on the incident as a whole, whilst explaining the different social and legislative contexts that I considered at the time and upon reflection. I am also going to evaluate the different models and theories that are relevant to this particular incident and how they were used to aid the decision making process. During my reflection, I will be talking about the principles of ethics, equality, diversity and human rights all played a part in the outcome of the incident. I am also going to discuss what went well, and what I would do differently if I were to do it again.

To start with, I am going to give a description of the incident.

Myself and three other colleagues were called to an incident where a member of the security team for this particular establishment had reported that there was a disturbance going on the premises and had asked for police attendance. When we arrived, the security guard pointed out the people who were involved in the disturbance and informed me as to what he had been witness to. I got as much detail as I could from the security guard and gained clarity on certain points. I then began to make my way over to the individuals pointed out in

order to talk to them and establish exactly what had happened from their point of view. From the offset, one of the persons involved was immediately very agitated and did not like the fact that they were being spoken to by a Police Officer. It was clear that they were anti-Police. I explained the reason why we had been called and asked if they could give their version of events. Meanwhile my colleagues were speaking with other members of the group as well as witnesses to the disturbance. Having heard what the individual had to say, I asked more questions in order to clarify certain points they had made. At this point the individual I was speaking to became very aggressive, shouting and swearing at me. I decided that the individual needed to be placed in handcuffs due to her ongoing aggressive behaviour and her refusal to calm down and speak with me customarily. The individual became even more aggressive and had to have the handcuffs applied using force, the individual resisted every step of the way.

She was sat on the step at the rear of the Police vehicle where I spoke with her further and she calmed down enough to have a reasonable conversation. At this point my colleagues informed me about the information they had gathered from witnesses. Based on that I decided to arrest the individual for Section 5 of the Public Order Act 1986. Once the individual had been arrested, the individual became extremely aggressive that resulted in myself and colleagues being assaulted; the individual was further arrested on suspicion of Assault of an Emergency Worker. This is the end of the incident.

Relations between the Police and the general public have been frosty in recent times. This was exacerbated by the death of George Floyd in May 2020. The death was caused by Derek Chauvin, an American Police Officer, who had been kneeling on his neck for over 8 minutes. Derek Chauvin has subsequently been charged with the murder of George Floyd and is awaiting sentencing. This incident in the United States caused a global outrage and sparked the 'Black Lives Matter' movement that's purpose is to put a stop to racism, and ensure that black people and white people are treated as equals.

There have been mass protests around the world, including here in the UK about Police brutality that have led to clashes in large numbers between the Police and the general public. "Just over half (55%) of UK adults believe BLM protests that took place, increased racial tensions" (Robert Booth, 2020).

These tensions with the Police is something that is always in the back of your mind and is something that could pose a danger to the Police.

During the course of this incident, I applied different methods of communication. This was done in an attempt to extract information that I needed during the process of the investigation as well as utilising effective communication methods in an attempt to negate the need for physical intervention in the conflict management side of things.

One of the methods I used was active listening. I used this method of communication because it shows that I am listening to what the individual was saying to me and making an effort to understand what the individual means when they say certain things. It also involves having a degree of empathy in the way I exchange conversation with the individual, showing that I care about what is being said and not casting aside their way of thinking simply because it may or may not be different to mine. I make efforts to avoid being judgemental about peoples situations, because although I may have dealt with situations similar to this in the past, it does not mean that they will have the same outcomes. When I asked the

individual to give me their version of events, I made a conscious effort to avoid interrupting as much as possible despite the fact that I knew part of what they were saying, to be false. Skills You Need (2020) describes active listening as "Listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening- otherwise the speaker may conclude that what they are talking about is uninteresting to the listener".

Active listening is a broad field that encompasses other methods of communication such as verbal and non-verbal communication. Being the Police Officer in these situations means that I must have some degree of control over the conversation, otherwise the individual could talk for hours and I would not get a word in. That being said, it is important that the individual has their chance to speak and for me to listen to them, being impartial and without bias. In this situation, that is exactly what I did.

It is widely accepted that words account for only 7% of the meaning of the message you are trying to get across, the tone of your voice accounts for 38% and your body language accounts for 55% according to Mehrabian (1981).

This means that it is not just what you say that is important, but how you say it, and your body language whilst you are saying it.

Whilst I was dealing with this incident, I made sure that I used a tone of voice that was not threatening or over-bearing, but matched the tone of the individual I was speaking with. I ensured that my responses were related to what was being said by the individual to show I had taken into account what they had said. This is a part of verbal communication. I also used non-verbal communication styles alongside the verbal, to reinforce these ideas.

For instance when the individual was describing their version of events to me, I would nod my head to show understanding and say "okay" or "yes" to support active listening.

I was stood with an open body posture, with my arms not folded, as this can be seen as a defensive stance and would not be a good basis for effective communication.

I was also ensuring I maintained good eye contact with the individual, whilst simultaneously looking at what was going on around me, as my colleagues were dealing with people who may or may not become irate.

Building up a rapport with people I speak to is a very important part of communication in my opinion, and in my experience has helped to diffuse potentially volatile situations, in both the Prison Service and Police Service. When I first met the individual in question, I first asked them basic questions about their self, such as "How are you doing?" and then introducing myself and explaining my reasons for speaking with them. The key is to find some form of common ground whereby you can form a bond and have a mutual understanding with one another.

Skills You Need (2020) says "Building rapport tends to be most important at the start of an acquaintanceship or working relationship".

I find it helpful to use peoples name when speaking to them, this helps to cement the bond you have formed. So with this particular individual, instead of saying "What happened next?". I said "Tell me what happened next... **(Name)**".

I felt as though these different methods of communication were working very well, and initially we built up a good rapport and I was getting informative responses from the individual.

I think the turning point was when the individual's friends were shouting this towards them, invoking a negative reaction from the individual due to their friends' disapproval of speaking with the Police.

As the individual's behaviour deteriorated and became abusive and resistant, I made the decision to place them in handcuffs. I explained why I was going to be doing this and maintained communication at all stages of the incident.

This is where the use of force models that aid decision making come into play. The following model was taken from the College of Policing (2020).

Following the arrest of the individual, they had to be placed into the cage in the rear of the Police vehicle. The individual would not go into the back of the van of her own free will. Therefore I started to use the 5 step appeal model with the aim of making the individual think about their actions and allow officers to execute the arrest without any more force being used.

The first stage of the 5 step appeal is called the Simple Approach. I asked the individual to get into the back of the van in a polite and calm manner as they had been placed under arrest and would therefore need to come into Police custody. This approach did not work and I received torrents of verbal abuse in response.

The second stage is called the Reasoned Appeal. I explained to the individual that behaving in this way would not bring any benefits to them and would only make the inevitable harder than it needed to be. This approach did not work and the abuse continued.

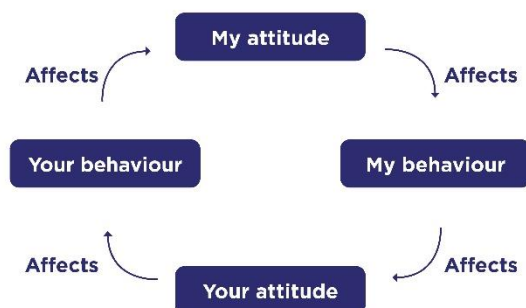
The third stage is called the Personal Appeal. I explained that if this behaviour were to continue further then it may end up that she could be in more trouble than they currently are, and it was therefore in their interest to comply with my instructions. This approach did not work.

The fourth stage is called the Final Appeal. This approach is very simple. I asked the individual "Is there anything I can reasonably say or do to make you comply with my instructions?" This stage is the last stage before there are no more options left, but to use force.

The fifth stage is simply called, Action. This is where action must now be taken as all reasonable steps to convince the individual to do as you ask have been exhausted.

This approach is an extremely useful one, it gives the individual every possible opportunity to react to what I am saying, even think about what I'm saying. From that the individual can think about their actions and are more likely to come to a sensible conclusion. This method also helps me to justify why my use of force was necessary and the appropriate people can then review this as the incident was captured on my body worn video camera.

A method I used concurrently with the 5 Step Appeal is called Betaris box. This method shows how our own attitude and behaviour can affect the people around us, by affecting their attitude and their behaviour.



This diagram taken from the College of Policing website shows the Betaris box in a visual form. (College of Policing, 2020)

The Betaris Box is telling us that people can be sealed in a continuous cycle where both parties do not progress with the conversation. An example of this would be in this incident. If I was to match the individual I was speaking to in terms of their attitude and behaviour, then we would simply just be shouting abuse at each other and things would no doubt escalate even further. This would not be very productive and despite this method not working in this incident, I was mindful of how the model works and how it could be useful in these types of situations. As a Police Officer I have to remain professional at all times and therefore it would not be appropriate if I was to match their levels of aggression but nevertheless, my attitude and behaviour may have played a part in the response I received from this particular individual.

Whilst performing the duties of a Police Constable, I am bound by many different codes of practise, laws, rules and regulations. I must be impartial and fair at all times and act without discrimination or prejudice. This is especially important when it comes to race, religion and ethnicity.

One of the most important laws that Police Officers must abide by is the Human Rights Act of 1988. (Human Rights Act, 1988).

The many different articles that cover different aspects of life. The articles that relate to Police more includes the right to life, the right to liberty and security, the prohibition from torture and the prohibition of discrimination.

When performing my duty, these articles must play a part in my decision-making and they do so. As Police Officers can take away a persons liberty, which is protected by one of the articles of the Human Rights Act, it is of paramount importance that I am able to justify my decision and being legal, proportionate and necessary in the circumstances.

Whilst trying to get the individual into the back of the Police vehicle, my colleagues and myself were assaulted by being kicked and spat at.

In conclusion, I think the incident as a whole was dealt with in a professional and careful manner with consideration to equality, diversity, Police codes of practise, the human rights act and the moral compass of Officers involved. The individual was brought into Police custody which overall, makes it a success.

There are things about the incident I would do differently next time. For instance whilst the individual was being highly aggressive, I would have considered using limb restraints to stop any further assaults on ourselves as well as the possibility of using a spit guard.

Using a spit guard in the current climate where a global pandemic in the form of COVID 19 has had a massive impact on all of our lives. A spit guard would have been a very useful tool, not only to stop saliva from making contact with my skin but to potentially stop the spread of a highly contagious virus that could have an effect on not just the Officers, but the family and friends and the wider community. Thankfully, the individual did not have the virus.

I think the way in which the situation was handled gave the individual every opportunity to come into custody peacefully, regrettably the individual made poor choices that made the situation a whole lot worse than it needed to be.

(2589 words)

Task 3

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

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

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

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

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

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

ANSWER:

During this task, I am going to be looking at an incident in which I played a significant role, in terms of what I did to support victims and witnesses through the criminal justice system in line with the relevant Codes of Practice, and things I thought would be of benefit and use the victims and witnesses. I am also going to talk about how the policing values were utilised and any other considerations I may have had at the time or in my reflection of the incident.

Victims and witnesses are an essential part of the criminal justice system. Without them, getting convictions would prove a much more difficult task. Making victims and witnesses feel as confident as they can, possibly whilst giving their evidence, or telling someone what has happened, means the justice system will be able to extract far better information from the victims and witnesses, meaning there is a higher chance of a successful prosecution and the victim getting justice.

The incident I was involved in was one of Domestic Violence. My colleague and I were called to an ongoing disturbance in a property. When we arrived, we were informed that there had been an assault at the address. The female told us she had been assaulted by her partner. There was obvious marks on her face and bruising on the arms. There was also a young child who was in the address at the time and had been witness to everything. Upon Officers arrival to the address, both myself and my colleague activated our Body Worn Video Cameras in order to capture the initial accounts of those involved as well as the

injuries that were sustained. Both parties were separated initially as to get accounts from both parties separately and to ensure that the risk of intimidation to the victim is minimised as much as possible. Separating them is also to ensure a factual account is obtained from all parties involved and minimise the cross contamination of evidence.

I spoke to the female who had been the victim of the assault and got as much information about the incident that happened on that occasion and got details about if this was an ongoing issue and if it had ever happened on previous occasions.

She told me that this was not the first time she had been assaulted by her partner and it was becoming more of an issue in their relationship in recent times.

My colleague was speaking to the male who turned out to be the perpetrator of the assault, my colleague informed me that the male had admitted to assaulting his partner therefore the perpetrator was arrested under Section 39 of the Criminal Justice Act 1988. (Criminal Justice Act, 1988).

The positive action that was taken in this incident was arrest, as the arrest would result in the perpetrator being taken into Police custody and the victim and children would be safeguarded.

The location in which this incident occurred, is a deprived area. The incident happened in social housing and the family was clearly in some form of poverty. The state of the house was in total disarray, it was clear from the offset that as a family they were struggling financially. This was taken into consideration and is reflected by the support and guidance that I offered following the incident, this will be talked about later in the task.

One of the most important things that must be done when there is a domestic incident, is taking positive action. Officers have a duty of care to make victims of domestic incidents and any children that may be present, safe. Positive action can be different things, but some form of action must be taken. If Officers were to arrive on scene and the victim then states that it was a misunderstanding and nothing happened, action must be taken.

The College of Policing states, "At domestic incidents it is particularly important that Officers take positive action to make the victim and children safe" (College of Policing, 2018).

Other examples of positive action could include, one of the parties involved being taken away from the address for the night until things have calmed down enough so there is no longer a threat of violence.

Similarly, where there are no offences committed initially, but the situation is still hostile, and could potentially lead to an offence being committed, arrest in order to prevent a Breach of the Peace is an option. This would still safeguard the victim, but only until there is no longer a risk of a Breach of the Peace. Both these methods were considered on the way to the incident as possible ways of dealing with the incident based on limited information I had at the time.

Another example of positive action could include applying for a Domestic Violence Protection Notice (DVPN). This provides short-term protection for a victim by allowing them to engage with agencies that can help in cases of domestic violence. Following the DVPN, a magistrate will look into the situation within 48 hours and could then put in a place a Domestic Violence Protection Order (DVPO), this can last for between 14-28 days. A DVPO would apply restrictions to the perpetrator such as not being able to contact the victim, or attend the victims address or area for a certain period. This means the victim can have time

away from the perpetrator without pressure from them, meaning the victim is able to make a decision about whether or not they wish to continue the relationship or escape that environment in which they may feel trapped. A DVPN was initially considered in the incident I was involved in but if there are grounds to arrest under Section 24 and Code G of the Police and Criminal Evidence Act 1984, then arrest is the best course of positive action. (Home Office, 2020).

During this incident I was quite anxious as it was one of my first domestic incidents I had attended and I wanted to be able to provide an excellent service to the victim.

As with all domestic incidents, this incident was referred to the CPS in order for a charging decision to be made.

In the immediate aftermath of a domestic incident such as the one I was involved in, I have a duty of care to safeguard the victims.

In this case I submitted a Public Protection Notice (PPN). A PPN consists of gathering all the information about the dynamic of the relationship in as much detail as possible.

This information is then shared with other agencies such as social services, probation and health services to provide support and guidance to victims and families who suffer as a result of domestic violence.

All parties involved were linked to the PPN, including the child that was present and noted that the child may be at risk.

Alongside the PPN are the DASH questions, DASH is an acronym for Domestic Abuse, Stalking and Harassment. These questions are asked in order to establish how severe the abuse is and how much support the victim is going to need moving forward.

The victim was asked if she consented to this information being shared with partner agencies and she gave her consent.

Once the PPN was completed, it was sent to the Public Protection Unit (PPU), which uses the information I have put on the PPN, to assess the level of risk that is posed to the victim. HMIC (2015) goes on to say "A marker is created relating to the individual victim on the online intelligence system to indicate the level of risk to that victim."

A welfare check was then conducted to ensure the safety of the child and to ensure they were safe and well, and to gain an insight as to whether the child was at risk of abuse or neglect. The child was fine in this case, and didn't really seem to understand what was happening. The child was added to the PPN as per protocol even though I had no concerns for the welfare of the child.

Once the male had been conveyed to police custody, I returned to the female and asked her to provide me with a statement.

She agreed to provide a statement but after I explained that this may result in her having to attend court and giving her evidence to the court.

She was very apprehensive about going to court and she stated that she would find it very difficult to stand up and do this, especially with the perpetrator being present.

I explained that there were 'Special Measures' that could be put in place in order to help and support her through the process of giving evidence in court.

The CPS (2021) defines 'Special Measures' as "Special measures are a series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence. Special measures apply to prosecution and defence witnesses, but not to the defendant and are subject to the discretion of the court."

I explained to the victim that some examples of 'Special Measures' included things such as giving evidence from a different location via a video link. I explained that she would be in a room and would give her evidence to a camera and that would be displayed in court.

I explained another example was that screens would be put up so she would be shielded from the perpetrator, meaning they would not be able to see each other and some people find this very helpful in being able to deliver their best evidence.

She agreed that this would be something she would like to be considered for her, and this would be of great benefit to her. I explained that this was not up to the Police, but up to the courts as to if 'Special Measures' are granted and which type of measures are provided.

Immediately following her statement, I asked if she would like to provide a Victim Personal Statement (VPS). I explained that a VPS would be read out in court, by either her, or the prosecutor and is a way of showing the court how this crime has affected her.

The CPS (2018) explains the VPS "It is important as it gives victims a voice in the criminal justice process by helping others to understand how the crime has affected them. It provides an opportunity for victims to communicate verbally and/or in writing the effects the crime has had on them (and also their family members)."

The CPS (2018) states "It is the victim's way of telling the court about the crime they have suffered and the impact it has had on them whether physical, emotional, psychological, financial or in any other way."

I offered to put in a Victim Support Referral form, in order for her to get some support with the aftermath of the incident. I hoped that she would use this support in order to find some different accommodation and escape domestic violence for good. She consented to this referral being put forward on her behalf and was grateful for putting in so much effort into helping her deal with what had happened.

I also encouraged the victim to speak with agencies such as Live Fear Free, where people who are experiencing domestic abuse can call the helpline, or use the live chat feature on the website to speak with people who can offer support and guidance for women who are going through domestic abuse. She told me that she had heard of this service and would definitely look at the website to find out if it is something she may use.

The services that I offered including the Victim Personal Statement, Special Measures and putting the victim first, are all examples of the Code of Practice for victims of crime. The purpose is to help victims cope with the crime they have gone through and to prevent them in becoming a repeat victim of the same or a similar crime.

I also gave the victim my mobile phone number, so she had a single point of contact. She would also be able to contact me directly if she needed an update with the progress of the investigation.

Following this incident, the perpetrator was given police bail, meaning the accused person is released from police custody after being charged with the offence until their court date. In

this case, the perpetrator was given bail conditions. The perpetrator was not allowed to contact the victim either directly or indirectly and was not allowed to go to the address of the victim. One of the main reasons an offender is given bail conditions is to prevent them from re-offending in this period between being released on bail and their appearance in court. If the offender breaches bail conditions then they are likely to be arrested and remanded into custody until their court date.

Throughout this task, I have discussed an incident that I attended where a male offender was arrested and charged for an assault on his partner, in a domestic related incident. The main focus during my attendance at the address was to safeguard the victim of the assault as well as the child who was present there. The best way in which to safeguard the victim in this instance was to arrest the perpetrator, thus providing positive action, as I am required to do as a Police Officer in domestic incidents such as this.

Following the initial safeguarding, I used measures under the victim code of practice to help and support the victim through what must have been a very difficult and distressing time for her.

In my opinion, I think the outcome of this incident was positive. The victim was very grateful to my colleague and I, who initially attended the incident. She was very happy that we came back as quick as possible and took the time to go through everything in as much detail as she wanted to explain the criminal justice process to her. She admitted that this was all very new to her and had not had any contact with the Police before.

This was a very nice thing to hear, and as domestic incidents such as this are so common, it is important that I become familiar with everything that needs to be completed, whilst simultaneously providing a good service to the victims and their families.

Even though in this case the victim was very happy with the service she had received from the Police. If I was to improve on one thing upon reflection, I would have stayed with the victim longer so she felt totally reassured that she was completely safe and we were there to ensure this doesn't happen again.

(2475 Words)

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

During this task, I am going to be discussing an incident in which I played a significant role and reflect upon how I used the National Decision Model (NDM) to assist in the decision making process. I am also going to be talking about how I used discretion in my role and reasoning behind decisions I made. I am going to be discussing how policing values were engaged and how bias can influence decision-making.

Furthermore, I am going to evaluate my own performance by talking about what went well, not so well and what I would change if I were to attend this incident again.

After each incident I attended with my tutor, we would discuss what was good and what needed to be improved on. Constructive criticism is very important to my style of learning, as without knowing what needs improving, it will be unlikely to improve during future incidents of a similar nature.

The incident I attended was allocated to me by my Sergeant and was initially reported as a potential COVID breach, reported by one of the neighbours. The information that was given to us was there was a party going on with a large number of people going in and out of the address and making a large amount of noise in the early hours of the morning.

The Code of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA) defines a criminal investigation as:

“An investigation conducted by Police Officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it.” College of Policing (2020)

The Criminal Procedure and Investigations Act 1996 goes on to say that “Investigators conducting an investigation should impartially follow all reasonable lines of enquiry to gather material which points both towards and away from a suspect. This process may result in the suspect being prosecuted in the courts, an out-of-court disposal or community resolution.” College of Policing (2020)

Due to the Coronavirus pandemic and the nature of the incident I was attending, it was imperative that I wore the correct Personal Protective Equipment (PPE) in order to protect myself, but also colleagues, family and people in the wider community. In this instance, I wore a facemask and rubber gloves.

Locards principle of “Every Contact Leaves a Trace” can be applied when conducting investigations, especially when it comes to forensic examinations. I feel it can also be used in the current context of the Coronavirus pandemic as its spread is affecting people’s lives all over the world.

“Physical evidence cannot be wrong, it cannot perjure itself, it cannot be wholly absent. Only human failure to find it, study and understand it, can diminish its value.” (McShane, 2010)

At the time of this incident, the Coronavirus guidelines as set out by the Welsh Government stated that no more than six people from two households could meet indoors.

My colleague and I attended the address, we could tell there was a party of some kind going on inside before we even got out of the vehicle because of the disco lights and loud music that was coming from the property.

I activated my body worn video camera as I walked towards the property.

Once I had knocked on the front door of the property, a male answered and asked what the problem was. I informed him that we had received a call informing Police of a potential COVID breach.

The male was calm and polite; however, he wanted to know who had called us and what they had done wrong.

I informed him that I could not disclose who had called us.

I asked the male if I could enter the property in order to ascertain whether there was a breach in the restrictions. The male became quite standoffish and stated he would not allow us into the property. As I could see around five people from where I was stood in the doorway, and the fact the male seemed very on edge about officers entering the property, my suspicions were raised and I suspected that there was a breach.

New legislation in place in the form of The Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 allows Officers in Wales, power of entry.

Regulation 11 states that a relevant person may enter, if they:

“Have reasonable grounds for suspecting that a requirement imposed by these Regulations is being, has been or is about to be contravened on the premises, and the relevant person considers it necessary to enter the premises for the purpose of ascertaining whether the requirement is being, has been or is about to be contravened.”

(The Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020)

I informed the male that I had the power to enter the property if needed. He moved out of the way of the door and told us to come in.

I moved swiftly through the house towards the kitchen, where the back door was located, as I did not want people to start running out of the back door in order to escape.

As the volume of the music was so loud initially, I do not think anybody but the male who answered the door, knew we were there.

As I entered the kitchen I saw one of the people there, a female, pick up a small wrap of what appeared to be cannabis from the kitchen counter. I asked the female to hand it over to me, which she did immediately. I could tell she was scared about what was going to happen to her.

We then called all the people present in the property to the kitchen so we could talk to everyone about the COVID breach.

It was revealed to us that there were 11 people present in the address, from 4 different households, clearly in breach of coronavirus rules.

It was also clear that everyone there was a student at a nearby University; I had this in my mind with the actions that I took next.

I informed everyone present that as Police Officers, we had the power to issue a fixed penalty notice to everyone for being in breach of coronavirus guidelines.

However, I was aware at the time of the 4 E's when dealing with incidents of this nature, which are to Engage, Explain, Encourage and Enforce.

I explained the reasons why the guidelines were in place, and said how their behaviour was putting people at risk in the interest of public safety and health.

By being fair and reasonable with the people who were there, the people who did not live at the address said they would all happily leave and go home. By using my discretion, I feel like this was the best outcome for everybody involved and was the most proportionate method of dealing with this isolated incident.

Before everybody left, we took down their details and added it to the log of the incident, the people who were there were informed that if they were to be caught breaching the guidelines again, they would likely given a fixed penalty notice.

As the people who did not live at the address, lived in the local area, it was suitable for them to make their own way home.

I now turned my attention to the female whom I had taken the small wrap of cannabis, shortly before. She fully admitted to drug belonging to her and offered no defence. She stated that it was in fact cannabis and said that she had no lawful reason for having it in her possession. She told me that she had never been in trouble with the Police before and this was the first time she had ever bought cannabis.

I then used my Police issued radio to request a person check, I gave the control room the details of the female, which came back as no trace on both PNC and NICHE, the police database.

Taking into consideration that this was a young female, who was studying in university. Also taking into consideration that this was someone who had never been involved with the Police before, meaning she was not a repeat offender and there was no aggravating factors present such as being around children or a public place.

The female also offered the drugs up to me when I had noticed them and was completely honest with me from the begging of my encounter with her, and her co-operation with the coronavirus breach were all factors that led to my decision.

I decided on this occasion I would use my discretion and use the most appropriate method of disposal in the circumstances, a cannabis warning.

Bronitt and Stenning (2011, p319) say, "Police work by its very nature is discretionary in the sense that it involves the exercise of choice or judgement."

The National Decision Model (NDM) aided every decision I made during this incident.

To start with I gathered all the information and intelligence I could about the female and the address in which she was living. There was no information regarding this on the Police systems and databases of which I had at my disposal.

I then moved on to assessing the risk and the threat in the next stage of the NDM. A small wrap of cannabis had been located in a household of students all aged over 18 years old. I negated any other offences such as dealing or possession with intent to supply, as there was no evidence to suggest these more serious offences. The female was open and honest about her possession of the cannabis.

Whilst I had the power to bring criminal proceedings against female for being in possession of a controlled substance, I did not feel it was in the public interest to criminalise a young student, for what she stated was "a mistake that won't be repeated". I feel as though a cannabis warning is sufficient to make her realise that her actions have consequences and can potentially affect her future in terms of job prospects following the completion of her degree.

The last stage of the NDM is to take action and review what happened. I informed the female about what I was going to do. She did not know what a cannabis warning was. I explained that a cannabis warning does not leave a criminal record against her name and would remain only on the local system and not on the Police National Computer (PNC). The female was very happy with this method and thanked me for taking it further.

Upon review with my tutor, they agreed that this was the best method I could have used and that they would have done the same thing.

A cannabis warning is an out of court disposal, which means that the court do not need to be involved in the process, it is done by the Police themselves. A cannabis warning can only be given to an offender once. The offender must be over the age of 18 years old and must have no previous convictions for drug related offences. The offender must fully admit to the offence and be compliant with the process.

The benefit of using out of court disposals such as this is that it is a much faster way of dealing with offenders of low-level crime, without bringing them into the criminal justice

system. It is not only beneficial to the offender, but the criminal justice system as a whole by saving time, money and resources that could be better spent elsewhere.

Following the issue of the cannabis warning, which included the female signing my Electronic Pocket Notebook (ePNB), to take ownership of the offence and take responsibility, the cannabis was seized.

The cannabis was seized under Section 23 of the Misuse of Drugs Act, which allows a constable to search for and seize any drugs for the purpose of proceedings under this act. (Section 23 Misuse of Drugs Act, 1971)

Cannabis is a Class B controlled drug. If caught in possession of a Class B drug, you could be sentenced to up to 5 years in prison and/or an unlimited fine, according to the UK Government website (2013).

Upon reflection of this incident, I am mindful that although I truly believe that the best course of action was taken, and a reasonable person would come to the same conclusion, there may have been some forms unconscious bias in the back of my mind.

In relation to the COVID breach, I can empathise with people who were involved. I was a student in the not so distant past and they were some of the best years of my life. Having the lockdown restrictions imposed on them for this length of time will have an effect on them and they would no doubt want to see their friends and have a good time, during the short period of time they are in University. However, it is important to recognise that the restrictions are for the benefit of society as a whole and an attempt to stop the spread of a deadly disease. The attitude and remorse for their actions was a factor in the decision that was made. This type of unconscious bias is called affinity bias.

Affinity bias is described as "Our tendency to connect with others who share similar backgrounds, beliefs, and interests." (Davis, 2020).

Affinity bias happens as a result of shortcuts being taken by our brains in order to make connections. People who are similar to ourselves mean we are more likely to favour them. The presence of this type of bias is important to recognise moving forward in my career as a Police Officer.

As Police Officers, we are bound by the Code of Ethics, which encompasses every decision we make as constables.

It is our duty to remain impartial at all times and treat everybody fairly.

We must also look at things in an objective way and have honesty and integrity at the forefront of everything that we say and do in our lives. (College of Policing, 2014)

I am happy with the way I dealt with both the COVID breach and the possession of cannabis. I think I dealt with people fairly and if I was to repeat this exact scenario, I would like to think I would come to the same conclusion and deliver the same service, leading to the same outcomes.

(2408 Words)

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Completing case files.	Practising by completing my own files and then getting my colleagues to look over them before they are submitted.	Sergeant and colleagues on shift and in the hub.	6 Months
Interviewing technique and confidence.	Complete more interviews whilst taking the lead and eventually going into interviews on own.	Colleagues on shift and in the hub.	3 Months
Attend a sudden death and complete all of the relevant paperwork that comes with it.	Volunteer to attend a sudden death when there is an opportunity to go to one. This has been challenging in recent times because of COVID.	Colleagues on shift and Sergeant.	12 Months

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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: ____ Alex Smith_____ (Learner, Electronic signature or type name)

Date: ____ 20/06/2021_____