

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**Workbook title: Competency Based Workbook 1
(DHEP) 6,500 words**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Ella Jones

Learner's University Registration Number: 2222280

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

This essay will be comparing and evaluating two of the coping strategies that I used during my first six months of learning to minimise my stress levels and to help me to develop my resilience.

Throughout this essay I will be evaluating what stress is and how it can have detrimental impacts on our health and looking into the importance of minimising it.

Firstly, to establish how I could combat it I had to understand what stress is. As I have a background in psychology, I was able to put my knowledge into practice when thinking of ways that I could combat the stress that I was experiencing in my new role.

So, what is stress?

Stress can be defined as 'a reaction to various real or perceived stimuli that threaten to disrupt the homeostatic state of the organism' (Tsatsoulis 2006)

From this definition I can make an inference that stress is not something that over time will benefit us, I make this statement because the definition states that stress can 'disrupt the homeostatic state' which would identify to me that this would have a negative impact due to homeostasis keeping the levels of different hormones in our body in a sympathetic order.

I then researched how stress can have a detrimental impact on our bodies.

It was identified by my research that stress does not affect everyone in the same way 'The relationship between psychosocial stressors and disease is affected by the nature, number, and persistence of the stressors as well as by the individual's biological vulnerability'. (Schneiderman et al 2005).

This then was able to help me to establish what coping mechanisms I was going to use to minimise and combat my stress levels.

The same study also highlighted the importance of having coping mechanisms for stress and how certain 'Psychosocial interventions have proven useful for treating stress-related disorders and may influence the course of chronic diseases. (Schneiderman et al 2005)

The coping method which I utilised most frequently, was exercise in the form of both walking and running with my dog. There are both benefits in reducing stress levels by utilising exercise and in pet ownership. In this section I will be discussing the benefits of exercise and then later in the essay will be discussing the benefits of pet ownership.

In terms of its benefits, exercise has a positive impact on both our physical and mental wellbeing. This is why I will be discussing it in this essay as I believe that there are benefits in combatting stress.

As well as combatting stress, in the role of a police officer it is also essential that you keep your physical fitness to a good standard, exercise in this situation would improve both our physical health and our mental wellbeing.

Studies have found that if you experience stress and do not combat it, this results in an increase in our allostatic load which can over time have detrimental health consequences.

A study conducted over 2.5 years showed that 'Subjects with high allostatic load scores at base line and low physical fitness were more likely to develop cardiovascular disease and decline in cognition'. (Seeman et al 1997)

In addition to this another study found that when split into two groups over an eight-week period the group that were tasked to jog for 50 minutes a day had an improved depressive state, improved hormonal response to stress and psychological fitness. (Nabkasorn C et al 2005).

This paper conducted its study on young females which was why I believed it would be of benefit to me as this matches my demographic.

This study indicated that not only does exercise combat stress it also helps you to regulate it which in turn will build up your resilience to it.

The next factor that I will be evaluating is pet ownership. This was not a factor that I was aware of until I began my research, I have subsequently found out that pet ownership has many benefits to stress levels and for mental health. It has been found that 'Spending time with pets is an important coping mechanism'. And that 'Attachment to a pet can increase self-efficacy..., which can positively affect their coping strategies for managing stress (Shahin a et al., 2022)

Once again, I tailored my research in order to suit my needs and to suit my situation one study found during a case review of studies looking at mental health outcomes and pet ownership showed that in relation to depressive symptoms 'unmarried women who live with a pet had the fewest' (Scoresby 2021)

The last method which I utilised to combat stress was playing the piano. I have been a keen musician from the age of 6 so have always used this as an outlet for any stress that I had. I was not sure if this had any research backing up the playing of a musical instrument, but I knew it worked for me. I was also aware of methods such as music therapy are now widely used in psychological clinics to rehabilitate and help people with mental health conditions. I have consequently conducted research as to whether there were any studies which backed up what I believed was a good way to combat stress.

Studies into the playing of instruments were quite limited but studies into the listening of music all seem to find that listening to music reduces stress and anxiety. 'Listening to music has a moderate effect on anxiety in people' (Bradt 2013)

Overall, I believe that all three methods discussed above have played a pivotal role in the way in which I was able to manage my stress and build up my resilience in my initial training. I will continue to utilise these techniques and will continue to try new ways of combatting stress in my role as an operational police officer. Continuing to manage my stress efficiently will enable me to work to the best of my ability and allow me to manage my time effectively.

Word Count - 1001

Task 2

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

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

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

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

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

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

ANSWER:

Policing is a job in which conflict is something which is inevitable, despite this there are several ways in which it can be avoided, deescalated, or delayed for you to have additional back up.

Conflict can arise in the most unlikely of situations and the case in which I will be speaking about is one of those cases which conflict was not expected.

For me to understand and learn from this conflict situation I conducted some research into some conflict theories to understand how it can arise and how as police we can intervene with it.

In order to understand conflict, it is also helpful to understand the drama triangle which gives people in conflict a role 'The Drama Triangle scale was developed, validated, and

psychometrically scrutinized across three independent samples of adults'(Lac A,2020). The drama triangle relies on there being three roles in any given situation, these would be the rescuer, persecutor and the victim . In terms of policing, it would be insinuated that we would always be the rescuer but to some subjects this is not always the case due to them identifying as the victim and us as the persecutor.

This is where conflict can arise due to people identifying differently to the expected, this is where conflict theories can be used.

Root of conflict

'Conflicts have both structural ("root") and proximate causes ("triggers"), the former referring to the underlying problems and the latter to the triggering factors. Fully-fledged conflicts never spring out into the open without a combination of the two, i.e. neither can a single event precipitate an open conflict unless there are structural reasons for it, nor can structural causes create a crisis in the absence of a triggering factor. This has implications for the handling of crises, e.g. for early warning and conflict prevention, which is often subdivided into "structural" and "operational" prevention, roughly corresponding to dealing with structural and proximate causes.'(Møller, Bjørn, 2003)

This quote is a relatively long one, but I felt that it perfectly encapsulates how we as police officers should understand conflict. The understanding that there will be a root and a trigger are essential. This is due to the fact that we could unknowingly or accidentally become the trigger for that conflict by the way that we speak to someone or due to the body language that we use. It is also essential that we understand that there is always a root of the conflict,

and being able to identify what that root could be would enable us in our jobs to be able to limit or reduce conflict.

I will now give detail into the event in which I will be analysing once the circumstances have been given I will evaluate the situation and the methods which were used and any learning from it that was had and how I could go about a situation which is similar in the future.

The policing event which I will be discussing in this essay will be one in which the initial victim in the call ended up being an offender. This would show a change in their place in the drama triangle.

The initial call that we received was from a female stating that her partner had been assaulted by another female whilst they were at a gathering at her property, she stated that they had both left and that she had not gone far from the address. On arrival we realised that the male who had been assaulted was known to us from previous dealings.

As I was new to the team one of my colleagues made me aware that this male had warning markers for being violent with officers, this did not change my view on the current situation as at this point in time we were under the impression that he was the victim.

When we began to talk to the male it was clear that he was under the influence of alcohol, which a lot of the time can be an aggravating factor when it comes to conflict situations 'In 2011, nearly one in three violent acts in Germany was committed under the influence of alcohol (31.8%)' (Beck A, 2013). He was also with his partner who was also giving us an account of what had happened.

On speaking to the male, he was initially calm and wanting to give an account of what had happened. We stated due to him being heavily intoxicated, we would take a first account

now and re visit him in the morning to take a full statement. We stated that we would provide him with transport home and take details from him so that he could be visited in the morning.

He then began to walk off and would not come back when officers requested, the male's girlfriend was also still with officers at this point and asked for us to look for him as he was now out of sight, we then conducted an area search and were alerted to a verbal altercation going on in a front garden of an unrelated male.

The male who was our victim that we had been speaking to had hidden in a front garden and had then started arguing with the owner of the property as he asked him to leave.

We then approached the male, and his girlfriend was still with officers and asked him to leave the property in order to prevent a breach of the peace (Public order Act 1986).

We asked the male to come with us in order for us to transport him home and told him that we would also take his girlfriend home so that he knew she was home safe. He then refused and started to shout at officers who at this point made the decision that this male needed to leave the area in order to prevent a further breach of the peace.

When officers told the male that he had to come with us as we were not willing to leave him in the area as we believed there would be further breaches of the peace, he became irate and started to shout at officers.

As one of the officers put his hand on the males' arm to escort him to the vehicle to take him home, he then kicked out at the officer resulting in him being kicked in the leg.

This meant that the male had now assaulted an officer and was no longer being treated as a victim and as the persecutor, on the drama triangle.

As officers got hold of the male, he became even more irate and started to lash out at officers, this resulted in him being taken to the floor and placed into handcuffs and put into the back of a police van.

This situation was one that escalated quite quickly, I will now discuss the methods which officers used when attempting to deal with the male before resorting to more intrusive methods.

The first method used was talking to the male to do this we used the;

5 Step Appeal (College of policing, 2020)

The first step in this is the simple appeal which is asking the person to comply with what you are saying, in this case officers asked the male to come with us and to comply with the request that was being made.

The next step would be the reasoned appeal, this would mean talking to the person and telling them why you were making this request, in this case we told the male to come with us that we were asking him to come with us as he was breaching the peace.

The third step would be the personal appeal, this would be talking about things that are of high priority to that person, in this case the male was on bail and officers knew that if he was arrested, he would be going back to prison, the male was told this but it did not make any difference.

The fourth step is the final appeal, this was where officers said to the male is there now anything that I could reasonably say or do to make you cooperate with me, at this point the male was still refusing to comply with officers' requests.

The final step which is what officers had to resort to was action, this was seen that reasonable force was used to get the male out of the area which then resulted in him assaulting an officer, which again then resulted in more reasonable force being used.

The five step appeal is one which is used everyday in policing, this allows us to justify the actions which have been taken and how we got to that point, in this case we were able to delay any conflict between ourselves and this male until it was the only option.

Betari's Box

Another conflict management tool that was used in this situation was Betari's box, this model 'demonstrates how our attitude and behaviour are affected by others and how our own attitude and behaviour can affect other people' (Revolution Learning)

When working in a public facing role like a police officer we must have an awareness of the way that we speak to people, and how this would affect them and similarly we have to be aware of how much we let the way people speak to us effect our responses.

In this incident, officers remained calm and speaking in a non-aggressive manner in the hope that this would bring the male down from his irate state. This evidently did not work which resulted in officers having to up the volume on their voices in order for the male to hear what they were saying.

This model allows us to think about how we interact with people and how we may, as discussed earlier when looking at conflict, be the trigger, this would insinuated that if we may have spoken differently to an individual, we would not have ended up in a conflict situation.

The last technique which I have found manages conflict is active listening 'Active listening is a key communication skill that involves absorbing the information someone shares with you, and reflecting back—through questions and your body language—that you heard them' (Coursera,2023)

Active listening allows us as officers to be able to have worthwhile interactions and lets people know that we are listening to what they are saying. Active listening in this situation was used when talking to the male and letting him know that we understood what had happened and what we were going to do. It was further used when he became annoyed that we were asking him to come with us as we understood that he did not want to.

Overall, all of the techniques including an understanding of what conflict is and how we can manage it allowed the situation discussed result I as little conflict as properly, an awareness of how we could potentially be the trigger of why conflict was to happen and how we should speak to people in order to communicate effectively. Also, the use of the five step approach was beneficial when speaking to the male as it may have in other situations talked him out of lashing out.

I believe that the situation was dealt with well and the only thing I would improve on would be an increased amount of active listening, this would have potentially meant that the male did not walk off in the first place which would have meant that there would have been no conflict.

Word count – 1928

Task 3

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

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

Critically explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

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

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

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

ANSWER:

During my time as a response officer, I have been able to understand and enhance my learning into why the victims code is an essential part of policing.

There has been radical change in recent years which has improved the way that victims are treated by the police, the new codes enable it to be more closely regulated and monitored. The outcome of this change and upgrade of service for victims of crime can be noted from the 2018 'victim Strategy' which has resulted in the 2021 reform and introduction of the victims Code (College of Policing, 2021).

The victims code of practice gives victims 12 rights which by law the police are obliged to comply with. This, as stated previously was put into place due to poor practice by police in updating their victims on what progress there was with their cases and what resources that they were entitled to as a victim.

One of the codes of practice which I have found particularly useful would be the use of special measures which are part of the enhanced rights for victims of crime who would fit under several different categories. (Gov.uk 2021). The use of special measures will be discussed in this essay as the victim in this case was entitled to them.

In this essay I will be reflecting upon a case in which the victim was eligible for enhanced rights due to them being a child.

In this investigation the victims code and enhanced service made my job as an investigator easier as I was able to explain to both the children and the parents in this case that there were several options as to how they would be able to give evidence in court which brought a great relief from stress for both the children themselves and both the parents.

In 1986 Criminologists came up with the term, 'Ideal Victim' which would be 'Ideal Victim is worthy of sympathy because he or she possesses specific characteristics' (Lewis 2019).

The characteristics of the ideal victim can vary, but mostly they encapsulate the vulnerable groups in society, including children, Elderly people, people with additional learning needs or any other type of protected characteristic.

In this investigation we certainly were dealing with what would be considered as an 'Ideal Victim' due to them being a child and being a female.

Due to my criminology knowledge, I was aware of this term and had an understanding of what it meant, throughout my preparation for taking the first account and for any other interaction I had I was aware that in cases like these, media is something that we would have to factor in as the media tend to broadcast cases in which there is an ideal victim.

This case related to one of an attempted child abduction, the police were called stating that 'my daughter has come home from the shop and a male had tried to grab her'.

This case was of great concern to officers as it was one of an attempted child abduction which is an offence under Section 2 of the Child Abduction act 1984.

As soon as I was assigned to the call, I prepared myself to take what I knew could possibly be a difficult first account from both children that were involved, this was due to the severity of the accusation. I knew that it would be essential that I engaged well with them and got as much relevant information from the children as possible.

A case such as this could be of great concern for the public, this meant that we had to ensure that all golden hour enquiries were completed in a timely manner and to ensure that all safeguarding precautions were put into place.

Before I explain how I was able to conduct the interview and why I did it in the way I did it is key to understand what golden hour enquiries are, Golden hour enquiries can be defined as 'the initial steps that an officer should take when attending a crime. If possible, these should include taking statements and making relevant local enquiries, such as house-to-house enquiries. gather all the evidence they need.' (PEEL 2017)

Golden hour enquiries are in every case essential, but due to the nature of this case we as officers had to work collaboratively in order to ensure we got it right.

Once we had agreed what golden hour enquiries were needed, we as a first resort attended the home address of the children and set out taking a first account from the children.

It was decided that I would go and take the first accounts from the children, alongside my colleague, whilst CID investigated the other golden hour enquiries such as reviewing CCTV and establishing if there were any witnesses.

Between myself and my colleague, we decided that as I am female officer it would be best for me to take the lead when interviewing the children as they were both females and to have my male colleague observing.

As the mother had taken the initial disclosure from the children, we had to make sure that we used the other parent as the appropriate adult as we had to ensure that the statement was what the child remembered and that they were not prompted by the mother.

Once this had been established, I knew that I would need to build up a rapport with the children, giving statements can be daunting for any adult, so I was aware that this would be a scary thing for a child. I offered if she would feel more comfortable if I took off my tactical vest as I know this may have been something that she could have found scary, knowing this I began to build up a rapport with the children where I first talked to them about their general likes, what they like in school and then I went on to explain what was going to happen. One study found that 'high rapport before misinformation, increased the amount of accurate information reported' (Mitchel J et al, 2014) This indicates that an increase in rapport building would enable me to get the best account from the children as possible.

One of the factors that I had to take into consideration when interviewing the children in this case was the language which I was using, I ensured that I wasn't using long or complexed words and tried to limit my use of police or legislative talk, I also made the child aware that

if they didn't understand what I was asking it was okay for them to say so and that I would try and ask it in a different way.

When interviewing the children I used the South Wales Police , Child witness interview booklet which had photographs of what a court looked like and also had a list of all of the special measures that they would be eligible for due to their age, also due to the age of the child I ensured that I had an appropriate adult present who would be able to monitor the interview and also be a friendly face for the child. I found that this booklet helped immensely when explaining what the court was and explaining how the special measures would work for each of the children.

As the victim in this case was a child, I had to adapt the way that I would interact and take a witness statement, one of the children in this case was under 10 and the other just over, this also made a difference as I had to adapt my style of questioning for each of the children to ensure that both individuals were aware of the process and able to give the most accurate account.

One of the ways which that I ensured that I was taking the first account properly was to let the child tell me their full account and let them know that I would be writing down what they were saying. I allowed them to talk freely and to tell me anything that they remembered before I started to ask any additional questions, this way the child would feel like they were being listened to.

I ensured that I was asking open questions and as few closed questions as possible as 'Closed- ended questions, lead to short unelaborated responses' (Lyon D,2014).

Once the accounts had been taken from the children I then spoke with the mother and obtained a disclosure statement from her which included what the children had initially told her. She was then explained the process and what was going to happen. Throughout this time other enquiries had been taking place and my colleague had been liaising with CID in order to establish what the next steps of the investigation would be.

I spoke with the mother and clarified how she would like to be contacted for updates on what was happening in the investigation, and I then relayed this to the detective which would be taking on the case, The right to updates is one of the rights that victims have under the new victim's code this comes under code 6

'You have the Right to be provided with updates on your case and to be told when important decisions are taken. You also have the Right, at certain stages of the justice process, to ask for decisions to be looked at again by the relevant service provider' (Victims code, 2021)

From my research I can say that this right is an essential right as so many victims in the past have dropped out of making a complaint and updates from police were one of the reasons that they stated they dropped out, it can be seen in domestic cases that 'in the year up to March 2020, 54.8% cases were dropped after the victim did not support the prosecution of a suspect, even though charges can still be brought without the victim's consent if there is other evidence' (Sky News 2021).

Overall, in this investigation we can see how the use of the victim's code is an essential part of policing, it enables us to give the service which victims of crime deserve. It allows us to make provisions for those who may be unable or scared to give evidence in court due to

their needs and ensures that our most vulnerable victims do not go without the service that they also deserve.

Word Count -1743

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part with an offender/victim and reflect upon what happened.

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

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

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

ANSWER:

In this essay I will be discussing an incident in which I was able to use my national decision-making model, in order to decide whether using my discretion would be appropriate. I will also be outlining how my use of CPIA, helped me to come to my decision in what I was going to do in that situation.

Discretion is a tool which is used by the police service every day, it allows it to be able to assess every situation individually and look at how we will be dealing with it 'discretion is involved at different levels and stages of police work, ranging from operational policies laid down by chief constables to the individual discretion available to the front-line officers' (Scruton ,1985). As stated here discretion is something that is used at all levels in policing but in this instance, I will be assessing a situation which occurred on the front line and how discretion was used to benefit the subject.

So, what is discretion?

It can be defined as 'the power of a public official or employee to act and make decisions based on his or her own judgment or conscience within the bounds of reason and the law' (FindLaw)

This definition shows us that discretion is something that we as officers can use but it must be within the law. The case that I will be discussing is that of a traffic offence which is one of the main areas of policing in which discretion is used most frequently 'the level of discretion afforded to officers for traffic enforcement is generally greater than it is for other policing decisions.' (Jeffrey S, 2019)

The next thing I will be looking at in this essay is CPIA, this stands for Criminal Procedure and Investigations Act 1996, which 'sets out the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation, and related matters' (Ministry of Justice 2020).

In order to make my decision on whether I was going to use discretion or not I also used the National Decision-Making model (NDM) (College of policing)

I will be talking through the model and explaining what I did at each stage of the NDM and assessing how at each point in the incident I used the NDM in order to establish how I was going to deal with the situation.

At the centre of the NDM we have to code of ethics, the code of ethics outlines the standard for all police officers to ensure that we are working to the highest standard and that the ethics

held by officers are consistent throughout the country. The code of ethics also goes alongside the policing principles which are Accountability. Fairness. Honesty. Integrity. Leadership. Objectivity. Openness. Respect. Selflessness. (Code of Ethics,2014)

Gather information and intelligence.

This is the first part of the NDM, this is where we gather the information that is required in order for us to assess the situation and whether there is any relevant information that we would need to be aware of, in this incident I will be referring to a male who was driving with no insurance. The male had been identified by officers as the car had flagged up on the ANPR system and came up as no insurance. On talking to the male, he gave us his details including his driving licence, and we ran a person check to ensure that we were in line with CPIA and following all lined of enquiry. We also checked on the police national computer to confirm if the car was uninsured. The male admitted to us that he had recently bought the car but had not been able to insure it.

We asked the male if there was any reason that he had not insured it and he stated that he could not afford it.

This meant that we had gathered all the information that we needed in order to move to the next stage of the NDM process.

Assess threat, risk, and develop a working strategy.

We were able to assess the threat and risk by conducting a person check on the male who was driving, on doing this we could see that he had several warning markers for violence so I made my colleague aware of these markers, so that he could conduct his own personal risk assessment. In terms of risk from where we were on the road, the male had pulled into a lay by so we were not in the way of moving traffic, so this risk was lowered.

My colleague and I had asked the male to remove the keys from the vehicle to ensure that he would not drive off.

The risk to us as officers was low and the male was being compliant, we were able to conduct our risk assessment at this time but would also continue to do a working risk assessment as we continued our interaction with the male.

Consider powers and Policy.

There were several powers and policies that I had to consider here, dealing with traffic offences can result in several different options, one of which was seizing the car, I also established that I would be writing the male up for a traffic offence report which he would have to attend court for. I also knew that as I was already writing the male a Traffic offence report which could inevitably result in the male having to pay a fine, that I could give him the option of getting roadside insurance, which would mean that he would not have his car seized and he would be able to drive away. As I was continuing my risk assessment this seemed like it would be the best option at this point as the male was being compliant and working with officers.

Identify options and Contingencies.

As stated above I identified the options that I was considering, as I knew the male had already stated that he had not insured the car due to him not being able to afford it, I knew that seizing the car was going to come as a significant cost to him, at this point I decided that if he was able to obtain roadside insurance, I would not be seizing this males car and would be letting him leave with a traffic offence report. If he was unable to do this I would not be able to use my discretion and I would have to arrange for the vehicle to be seized.

Take action, review what happened.

On speaking to the male, I was able to give him the option of getting roadside insurance to which he was thankful and was able to do that immediately, this meant that there was no need for me to seize the car and that he would be able to drive away and continue his day. Overall due to his manner, he was polite and was apologetic which meant that I was able to use my discretion and did not unnecessarily seize his car and cause him more financial hardship.

In the next part of this essay, I will be discussing the CPIA regulations and how I used this to inform my decision and how I was going to use my discretion.

There are several parts to the code, and I will be discussing the ones which are relevant to this case (Legislation.gov.uk)

That where a criminal investigation is conducted all reasonable steps are taken for the purposes of the investigation and, in particular, all reasonable lines of inquiry are pursued.

This was completed as officers checked the Police national computer and not just relied on the ANPR hit, we also asked the male and he confirmed that he did not have insurance.

That information which is obtained in the course of a criminal investigation and may be relevant to the investigation is recorded.

All the information obtained was recorded on officer's pocket notebook and an occurrence was created by the control room in order for the information to be uploaded and the file to be completed on.

That any record of such information is retained.

All information in relation to the stop was retained on the appropriate databases.

All relevant CPIA regulations were adhered to in this case which meant that my use of discretion was appropriate in this situation.

Overall, in this case, I was able to conduct a stop of a vehicle and using my NDM avoid any conflict with the male, I was able to ensure that he when he left the stop had insurance and ensured that I worked in the best interest of the male. I was able to successfully assess my powers and evaluate all the options that I had in that situation and find the best option for the male and his needs. I also at the same time would have improved the perception of the police which in the current climate with how the police are being viewed an essential part of our everyday roles.

I believe that in this situation using my discretion was the best option for that situation. I believe that if in the future I am in the same or similar situation I will use my same technique and ensure that all avenues of investigation are completed and make sure that I am working in the best interest of the public.

Word Count - 1658

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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