

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

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 BSc 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)

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.

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.

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.

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 particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf 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 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, outline 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:

The role of a police constable is stressful, and I began to develop an understanding and feeling for this during my initial six-month training period. Stress can be 'triggered when we experience something new or unexpected that threatens our sense of self or when we feel we have little control over a situation' (Mental Health Organisation, 2022). Starting a new job with new people was very daunting as well as having to build on the knowledge I already had around policing. I used coping strategies such as spending time with my family and going to the gym to minimise stress.

I knew that when starting a new job meant that I was going to make mistakes and experience difficult situations. Cherry (2022) defines resilience as "the ability to cope with and recover from setbacks" and people who are resilient are "able to use their skills and strengths to respond to life's challenges". Working in the police, requires different forms of resilience including mental, physical, and emotional. Throughout the initial training period I learnt how emotional resilience is as essential as physical resilience. Managing personal emotions in difficult and challenging situations is critical for police officers. Officers who can manage their emotions when dealing with negative experiences are able to provide a better service to victims.

During the six-month training period, we were required to work five days a week for 8 hours during the day. However, my partner was working shifts and therefore quite a lot of the time we did not see each other. We would have to make sure that we set time to see each other. Pace (2022) states that you do not have to do any elaborate activities or go anywhere fancy to spend quality time with loved ones. We often went to a coffee shop or go for food somewhere. Every day after work I would go home and see my parents, having conversations about our day and checking up on each other. Face-to-face communication significantly reduces the risk of developing mental illnesses such as depression and anxiety as well as creating a strong emotional support system (Thatcher, 2020).

Spending five days a week for six months with the same group of people means that friendships are bound to form. Most people in my class have come from a non-policing background so I often helped them when I could. I sometimes find that if people around me are stressed then I start to feel it too. I would often help them if I could prevent this from happening or point them to someone who may know the answer if I did not. I

found it helpful having friends within my class as they also understood what I was going through at that time. Having a solid support system in the workplace make the challenges and struggles more manageable (BioSpace, 2019). I also had friends already within the police who were not in training with me. This allowed me to talk to people who understood the stresses of training but also were separate from that environment. They were also able to relate to what I was going to where my parents could not.

As important as it was for me to make friends whilst in work, having friends outside of the policing environment also allowed me to distress. There are many benefits of having strong friendships such as boosting happiness and reducing stress (Mayo Clinic, 2022).

As well as having my parents to come home to after a day in work, I also have a pet spaniel at home. My dog is always happy whenever someone comes home, especially after being alone most of the day. Coming home from work after a long day and having a cuddle with my dog also helps me relax and unwind. The HABRI Benchmark Survey of US Pet owners noted in 2021 that “76% of pet owners report that their personal health has improved as a result of owning a pet, up from 71% in 2016 (+5%)”. During the Covid pandemic lockdowns I would often take my dog for long walks which is something I struggled to continue with since starting my new job. When I can, I will join my mum in taking the dog out as that is also a way for us to spend more time together.

During initial training, apart from officer safety training and practical scenarios, a lot of the training is quite sedentary. According to the NHS, “this type of behaviour is thought to increase your risk of developing many chronic diseases, such as heart disease, stroke and type two diabetes” (2021). Add in eating meal deals and fast food quite often, weight is gained a lot faster than I realised. Regular exercise improves self-confidence, sleep and reduce symptoms of depression and anxiety (Mayo Clinic, 2022). Through exercise, physical resilience is developed. The role of a police officer is physically demanding, and officers are required to complete a fitness test every year. I would often go to the gym after work to release stress and to also improve my cardiovascular fitness. It gave me something to focus on that was not university or exam related.

To conclude, there are many mechanisms I have utilised during the initial six-month training period to reduce stress. Reflecting on my experience, I have learnt that I will never be able to eliminate all stress as a person who is very conscientious about what they do. There are many ways in which stress can be reduced and it can often take trying out different methods to see what works for you. I found that by going to the gym and spending time with my family were the most effective ways for me.

Word Count - 952

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.

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

Review 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 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.

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

ANSWER:

Below, I shall refer to an incident where I mainly dealt with a suspect where force was used to safely restrain them and to protect all involved. The suspect was wanted for breaching their bail conditions that were put in place following a violent incident. I attended on arrest enquiries with members of my shift as information was received that they were at a certain location at that time. I will be writing about The Drama Triangle which may explain the suspect's reaction to their detention.

The suspect is English speaking so there were no communication barriers in terms of language.

College of Policing (2020) recognise that conflict management involves non-physical aspects which in turn, reduces the risk of officers being assaulted and increases public safety. This includes verbal and non-verbal communication skills and situational awareness. On arrival at the location, I asked the suspect to confirm their identity and they did so. I have then arrested the suspect in accordance with the Police and Criminal Evidence Act 1984 and the Codes of Practice - Code G. Section 24 PACE 1984 and Code G forms the statutory power to arrest. For this scenario, the necessity I had to arrest for was to allow for a prompt and effective investigation, to prevent

further injury and to prevent the persons' escape as the individual had breached bail conditions. (Police and Criminal Evidence Act 1984).

I placed them in handcuffs to the rear as per force policy. I have utilised legislative power which states "A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large" (Section 3 Criminal Law Act 1967). Looking back at my use of force, I believe that this was necessary, proportionate and justifiable to prevent the individual from causing injury to myself or colleagues, and to prevent them from escaping.

The Drama Triangle is a psychological model which was first described by Stephen Karpman in 1968 (Traqq, 2020). The suspect in this incident has seen themselves as the victim in this game and the officers arresting them as the persecutor – they were in fact trying to be the rescuer. As the suspect has realised that they were being placed in handcuffs and arrested, they started to resist by trying to move away from me. They then also started to spit in the cage whilst being searched. Therefore I have had to put the suspect against the floor of the cage to prevent them from spitting at me or my colleagues. The suspect has said that they did not understand what they had done wrong. They believed that everything that was happening was the officer's fault and not theirs. I utilised a spit and bite guard on the detained person to prevent them from spitting at or biting me or my colleagues.

A second model is Betari's Box which is shown in Figure 1. As shown below, it is a circular model which is a continuous cycle.

Figure 1 – Betari's Box



(College of Policing, 2022)

The detained person is known to be anti-police and violent. Their attitude towards myself and my colleagues was very negative and therefore they started to resist arrest. When I had spotted the wanted male, my reaction was to get hold of their arm to prevent them running off. As I had never dealt with the individual before, I was unsure how they were going to react. Due to me detaining the suspect, they have started to become aggressive in their language, shouting and swearing at officers. Their behaviour has then become violent, kicking out at officers and spitting. As I had already applied handcuffs to them, my colleague and I have taken hold of the individual in an entangled arm lock to force them to look mainly at the floor. Upon reflection, this has

been successful as the individual did not spit at any officers and they also calmed down and became less aggressive.

A national model used by police officers when making decisions is the National Decision Model (NDM) (College of Policing, 2014). This can be seen in Figure 2.

Figure 2 – National Decision Model



(College of Policing, 2014)

Within this incident, I have assessed the threat and risk to myself, colleagues and the detained person. Within this segment of the NDM, offender behaviour profiles and impact factors are used to assess the threat and risk and to develop a working strategy on how the individual will be handled. Wood et al (p. 363, 2022) state that “officers will assess the risk by profiling a subject’s behaviour on a scale ranging from compliant to aggressive” and also any prior information regarding the subject held on systems. Whilst assessing the risk this individual posed to me is that they may have a weapon on them as they have previously concealed items. Another risk is that this individual is taller than myself and this incident was one of the first I attended after starting on response. The offender’s behaviour profile changed throughout the incident from compliant to actively resisting and therefore contingencies had to be utilised. The circular nature of this model means that it is utilised multiple times within one incident. I acted by restraining the individual and placing handcuffs on them.

All of the models mentioned above were used when deciding whether force was necessary, proportionate, justified, ethical and legal. Whilst actively dealing with an incident these processes are sped up and require quick decision making and risk assessment. Upon reflection, my use of force was necessary in this situation in order to protect myself, my colleagues, and the detained person and to effect the arrest. I completed a use of force form as per force policy to provide a written record of my use of force which can also be seen on my body worn video.

Skills You Need (2022) state that verbal communication is “any communication that uses words to share information with others” and that there are a large number of verbal communication skills – this ranges from speaking and listening to reflecting and

clarifying. Non-verbal communication includes the tone and pitch of voice, physical distance between individuals, facial expressions and physical gestures (Skills You Need, 2022). I spoke clearly to the individual in order to identify them and arrest them. This made sure that they could understand what I was saying to them. When the individual started to resist arrest I had to change my tone of voice to be sterner as they were not listening to what I was saying to them. I also had to use more force to safely escort the individual to the rear of the police vehicle so that I could search them. When searching I told them where I was searching so that they made no sudden movements. Having applied this technique, I now know that by giving the individual forewarning of what area I am searching, they are less likely to be surprised and cause any harm.

Once the detained person was in the rear of the police vehicle, I was able to talk to them without worrying if they were going to spit at me as there was a door between us. At the beginning of our journey to the custody suite, they were quite agitated - kicking the door and hitting their head on the panel. I attempted to reason with them in order to get them to calm down. The Cambridge Dictionary (2022) defines reasoning with someone as trying to persuade them to change their behaviour by explaining why it is a good idea. I told the individual multiple times to stop kicking and banging their head on the door as they were going to hurt themselves and that we could have a conversation. I had built a rapport with them as they stated that they would only talk to me and not my colleague. Therefore my colleague drove to custody whilst I talked to them.

Having experienced an incident involving conflict where communication has played a vital role, I now realise how powerful words can be in de-escalating a situation. This knowledge is essential to me as a police officer as this can reduce the amount of times force has to be used on a person, reduces the risk of injury to myself, the individual, and is less invasive. Regarding the individual's human rights, I have taken away their right to liberty and security- Article 5 - through arrest and have observed their right to prohibition of torture - Article 3 (Human Rights Act 1998). At no point did I utilise the rigid handcuffs to direct their movements and they have been taken off as soon as instructed to by the custody sergeant.

To conclude, I have demonstrated my ability to manage conflict and communicate effectively with offenders and colleagues. I spoke to the individual in a manner in which they understood, telling them exactly what I was doing and why they were under arrest. I have significantly improved my ability to de-escalate an incident using verbal communication skills and know when it is time to use lawful and necessary force.

Word Count: 1537

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.

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

Explain 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.

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

ANSWER:

I am going to discuss my involvement in an incident where I played a significant role in helping the victim. The victim had attended at the police station to speak to police as they had reported that they had been raped by an unknown suspect. I am trained as a sexual offences first responder – I will discuss this role further below. I attended the police station and asked them to sit in the van as it was raining heavily, and we could not go inside the station. I have gone through the relevant paperwork that is required and made them aware of forensic opportunities to preserve best evidence. I have explained this to the victim, using as little police language as possible so that they understood what I was saying to them. I asked them after I had finished if they understood, and they did. The victim also had a friend with them who they had given first disclosure to. I explained to the friend that my role during initial attendance was to get as much information from the victim as possible to try and apprehend the suspect, and that a statement would be taken from them later in the investigation.

As mentioned above, my role in this incident as a trained sexual offences first responder (SOFR) is to “gather evidence and information from the victim in a manner which contributes to the investigation, preserves its integrity, and secures their confidence and trust” (College of Policing, 2022). As the incident had happened approximately an hour before the report was made to police, we were within the forensic window for an Early Evidence Kit (EEK) to be utilised. An EEK is used to collect time-sensitive samples and they can be used as well as in-person examinations

to collect evidence where DNA may be present (Leda Health 2022). The EEK involves the taking of urine samples and hand/nail swabs from the victim. This collection is done with the victim's consent and a consent form is signed by them. I completed the EEK as I am trained to do so. Any intimate swabs are taken at a Sexual Assault Referral Centre (SARC) by a medical professional.

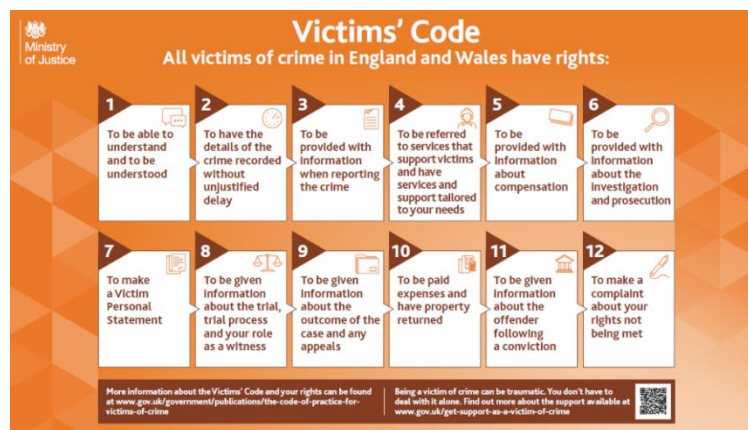
The College of Policing (2016) have illustrated what competencies and values should be upheld by police officers through the Competency and Values Framework. Within this framework, one of the competencies is to be emotionally aware. This involves officers listening to others and engaging with them, making efforts to understand their views and concerns (College of Policing, 2016). It is important that police officers are able to demonstrate empathy towards members of the public as this also helps to gain their trust and willingness to disclose information that could aid the investigation. I explained to the victim why I had to place an evidence bag on the seat which they were sitting on and told them that I understood that this may feel a bit degrading.

Another of the values is 'Public Service' which is linked to the principles of respect and selflessness in the Code of Ethics. Part of this value is to show "resilience and determination to overcome barriers and to provide the best outcome" (College of Policing, pg 6, 2016). When first arriving at scene, neither myself or my colleague were in possession of an EEK. I informed our supervisor of this, and they have arranged for officers from another sector to assist. For me, the most important elements of this investigation were the taking of the PPD3 and the EEK.

At first, I knew that if we were unable to secure an EEK then the preservation of forensic evidence would be key. Before we were aware that an EEK was being brought to us, I informed the victim not to wash their body or hands. I explained to them the reasoning behind this and displayed empathy as it is not a nice experience for them. Having experienced this scenario, I now realise how the victim must have felt being told to not wash or enter their bedroom which should be a safe place for them. This knowledge will be useful to me as a practitioner because I have not yet dealt with an incident of this nature on my own. As a next step, I need to have the confidence in my own abilities to deal with a sexual offence without the support of my tutor. I received feedback in relation to my work from a Detective Inspector who said that they were very impressed by how detailed the PPD3 was and that they were very pleased that we obtained an EEK. Reflecting on that feedback has improved my confidence when dealing with incidents of this nature.

In this incident, I dealt with the victim. When dealing with victims of crime, it is essential that officers are aware of the Victims' Code which can be seen in Figure 3. These codes are part of a government strategy to ensure that victims are put first in the criminal justice system in England and Wales (Avon and Somerset Police and Crime Commissioner's Office, 2022). During this incident I had a responsibility to ensure that these rights were met.

Figure 3 – Victims' Code



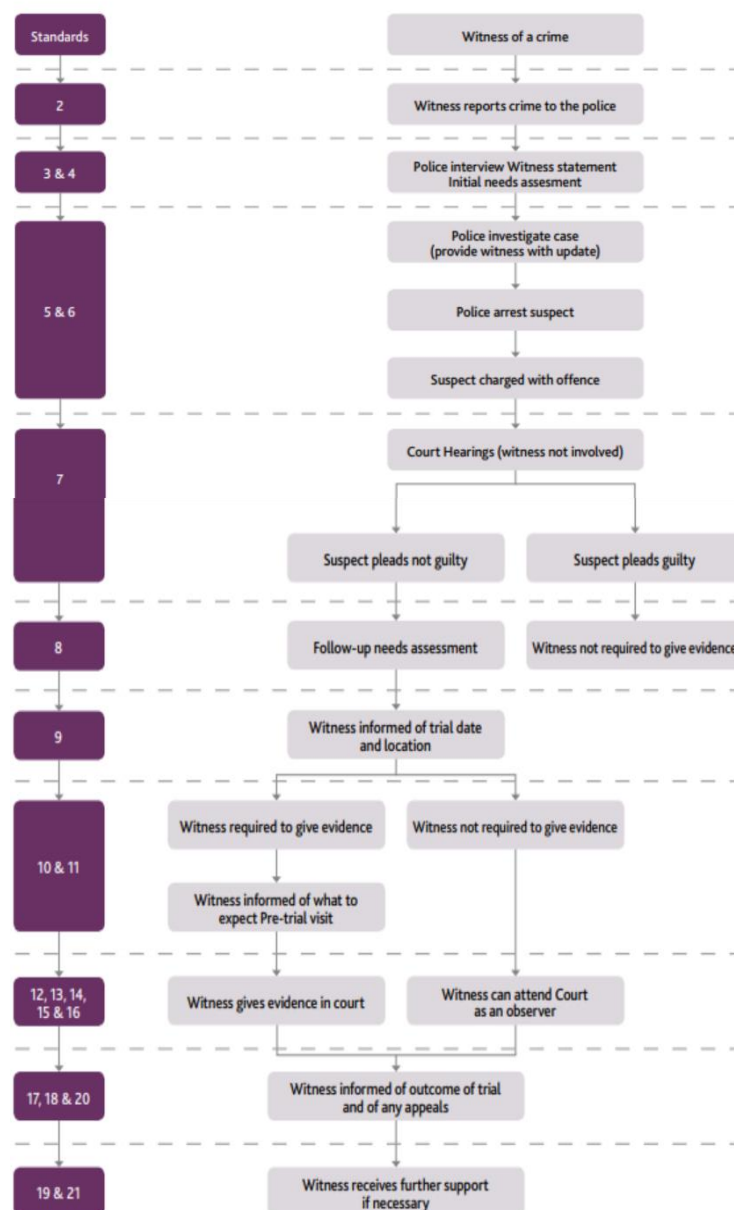
(Avon and Somerset Police and Crime Commissioner's Office, 2022)

For me, the most important aspects of the victims code upon initial attendance were rights one to five shown in Figure 3. At the time of initial attendance I questioned the victim after each stage of the paperwork and early evidence kit in order to make sure that they understood what I was asking them and what information I needed. I took a comprehensive statement using a 'PPD3' document which gives me a template to follow to get as much information as possible. Having applied the knowledge and techniques taught to me in my training, I feel that I am able to abide by the victim codes and provide a professional service. Additionally, I have learned that it is important to take your time when taking details from a victim, especially when they are victims of serious crimes. This understanding is essential to me as a learner because I now know what standard of care needs to be given to victims.

As a victim of a serious crime, the victim is entitled to an enhanced service under the Victim Codes of Practice. I offered the victim a referral to our Victim Support Service and explained that they are separate from us as investigators and provide another person to talk to should they wish. Although they declined this support, I explained if they wished to use it further in the process then to just give them a call using the number online.

As mentioned above, when dealing with victims of crime, officers must abide by the victims' code. When dealing with witnesses, officers must abide by the Witness Charter. The Witness Charter outlines the standards of care that must be shown to witnesses in the criminal justice system (Ministry of Justice, 2013). The journey that witnesses go through is outlined in Figure 4 below.

Figure 4 – Witness Journey and the Standards of Care related to each stage



(Ministry of Justice, 2020)

During this incident, the victim had a friend with them for support and this friend had also witnessed the suspect leave the scene. I was informed by the witness that the victim had given them first disclosure. I knew that this information would need to be recorded in a statement, however my role on initial attendance was to take information from the victim and complete an EEK.

By being aware of the witness charter, I was able to inform the witness that their account would be taken later that day as my main role was to gather evidence from the victim. I took the witness' details to ensure that officers would be able to contact them later in the day. I established whether they fell under the vulnerable or intimidated category to see if any support could be offered as soon as possible however it was established that they were not.

To conclude, the support given to victims and witnesses is essential when conducting investigations. By abiding by the Victims' Code and Witness Charter, best evidence can be obtained and also increases victim and witness confidence in the police. This in turn increases the likelihood of information being disclosed. Throughout this incident I have learnt that the values of public service and empathy are essential to gaining trust of victims and witnesses and that it is important to take as much information from them as possible.

Word Count - 1431

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.

Give a brief description of 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. **Consider** the role of discretion in the decision-making process.

Explain 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 **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

In this essay I am going to discuss an incident where I have arrested the suspect and dealt with them throughout their time in custody. I will also mention the Criminal Procedure and Investigations Act 1996, the National Decision Model, the role of discretion in decision making, and how unconscious bias can impact this. The report made to police stated that a vehicle had been damaged, a person had been assaulted and the offender had left the scene. In this incident I was an initial attending officer and then the arresting and delivering officer.

The National Decision Model (NDM) is a circular model devised by the College of Policing. This model is used by police officers throughout the country to aid them when making decisions and justifying them. The model can be seen in Figure 5 below. This is a circular model which allows officers to use it multiple times within a single incident as the situation develops and new information is available to them. At the heart of the NDM is the Code of Ethics which governs the actions of police officers, by outlining the standards of behaviours and policing principles.

The first stage of the NDM is to 'Gather Information and Intelligence'. When first assigned to this incident, the dispatcher has informed me of the call context as well as any warning markers relating to the individuals involved and the location. Intelligence is information that has been sanitized through evaluation and risk assessment in order to assist decision making.

Figure 5 – National Decision Model



(College of Policing, 2014)

The second stage of the NDM is to ‘Assess Threat and Risk and Develop a Working Strategy’. The incident had been risk assessed by the Public Service Centre and they graded the incident at a G2 level. This means that there is not an immediate threat to life and attendance is a priority but does not have to be immediate. Within the ten risk principles (College of Policing, 2013) principle two states that “maintaining or achieving the safety, security and wellbeing of individuals and communities is a primary consideration in risk decision making”. Officers have a duty to confront those risks and protection of the public should be at the forefront of those decisions (College of Policing, 2013). Officers use impact factors and offender behaviour profiles to assess the risk an individual may pose to them and others on scene. On arrival at scene I gathered more information from the reporting person who stated that they had been assaulted and their car damaged by an unknown person.

I established early in attendance that two offences had been committed – criminal damage and racially aggravated common assault by beating. Therefore, if the suspect returned I had a power of arrest under Section 24 Police and Criminal Evidence Act 1984. As the suspect had left the scene, I obtained a description from the victim who also stated that they had a video of the person responsible. The victim spoke little English so vague details were able to be obtained at scene. To obtain best evidence and to make sure the victim understood, I explained to them that an interpreter would be used should a statement need to be taken.

To act, I visited properties in the vicinity to see if anyone had seen the incident – however this proved negative. I took photos of the damage to the vehicle, as well as the victim’s injuries. As the suspect had left the scene, I was unable to arrest them. I spoke to my colleague to review all of the information we had, making sure to circulate the description of the suspect so other officers were aware. This was crucial to see if any golden hour enquiries were missing.

New information then came to light that an individual matching the description given by the victim had turned up at another police station and then left – potentially moving back to the incident location. I risk assessed using the new information and decided

that the victim needed to be safeguarded and moved away from the location to prevent further injury to them. Through using the NDM, I have been transparent in my decision making – communicating with my colleagues, the victim and suspect by explaining my actions to them. My rationale for these decisions has been recorded in my witness statement and it is an accurate representation of my actions.

Discretion contributes to police integrity when it's used to promote a fair and just result. A police officer's personal ethics will also affect their use of discretion.

Police officers are presented with unique situations on a daily basis. These situations require decisions where an officer's personal judgement, and ethics will impact their decision-making ability and what decisions they make. An officer can use their discretion to an extent when deciding what disposal method to utilise with a suspect. For this particular incident, I considered the use of a voluntary attendance interview rather than arrest as the suspect did not return for a period between 20-30 minutes. However, as they returned, they were hostile towards officers and appeared drunk. Therefore I decided to arrest them to prevent any further injury and damage.

The Criminal Procedure and Investigations Act 1996 (CPIA) regulates the procedures of investigating and prosecution of criminal offences. The Code of Practice to the CPIA 1996 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, 2022). All police officers have a responsibility for carrying out duties imposed on them, particularly recording information and retaining records of this (College of Policing, 2022). As the victim required a translator, I arranged for this to take place as soon as the suspect had been booked into custody. This allows for a written record of the victim's account to be taken without delay and not disadvantaging their account due to a language barrier. Having taken images of the damage to the vehicle, and the injuries sustained by the victim, I was aware that these may be disclosed to the defence further into the investigation – as well as in interview. The suspect has been identified by local officers who recognised them in the video taken by the victim.

As per the CPIA 1996 and the Police and Criminal Evidence Act 1984, I informed the suspect as soon as reasonably practicable that they were under arrest. I have done this so that any comments made by the suspect would be done so under caution and may be used as evidence if necessary. I provided a written statement, detailing my actions prior and post arrest, as well as compiling a file of evidence that will be sent to the Crown Prosecution Service for them to decide if the suspect will be charged with the offence. I also produced a record on the call-log of house-to-house enquiries that had been completed.

Kuschmider (2021) defines unconscious bias as “the attitudes or stereotypes people hold in the unconscious part of their brains”. These thoughts may not match how you feel when you consciously think about the subject. Esphr (2019) state that unconscious bias can lead to bullying, harassment and discrimination. As a police officer, it is critical that we treat all members of the public with respect and fairness – no matter who they are. Within the Competency and Values Framework (College of Policing, 2014), it states the importance of impartiality and that it is essential that police officers do not favour one person or group, knowing that discrimination increases that feeling of unfairness – equating to a more difficult job. It states that “we must now allow

personal feelings, beliefs, or opinions to unfairly influence our actions” and that each situation is based on its own merits (College of Policing, 2016).

To conclude, I acted in accordance with the Criminal Procedure and Investigations Act 1996 and Police and Criminal Evidence Act 1984 when dealing with the suspect in this incident. I have recorded all information obtained in a timely manner and on police systems. The use of the National Decision Model and my own discretion allowed me to make a decision that safeguarded the victim and allowed for a prompt investigation to ensue. I recognise the detrimental impact that unconscious bias can have on decision making and how it can cause the public to lose trust in the police service. I demonstrated values of impartiality and transparency which enabled me to make effective decisions that allowed for the apprehension of the suspect. It also allowed me to gain the trust of the victim as I have spent time listening to their account and gathering evidence.

Word Count – 1459

Task 5

Personal Development Plan (PDP) / Learning Plan.

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. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Develop knowledge of case file building	By dealing with prisoners. Dealing with protracted investigations.	1. The Hub 2. Case Progression Unit 3. Shift Sergeant 4. My Tutor	6 months
Improve victim and witness statement taking	Volunteer to take statements for colleagues as well as at incidents that I attend. Reference previous statements I have taken to see where improvement is being made	1. My Tutor 2. Colleagues on Shift 3. Shift Sergeant	5 months
Early Help Referrals and when to use them	Look at materials that have been created. Speak to officers who have utilised this referral and ask about their experiences	1. Neighbourhood policing team 2. My Tutor 3. Colleagues on Shift	4 months

Bibliography

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

Figures

Figure 1 – Betari's Box

College of Policing (2022) Conflict Management Skills. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 23 November 2022)

Figure 2 – National Decision Model

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Figure 3 – Victims' Codes

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Figure 4 - Witness Journey and the Standards of Care related to each stage

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Figure 5 – National Decision Model

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Date: 28/11/2022

