

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: _____ **Cara Every**_____

Learner's University Registration Number:
_____ **2222278**_____

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 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

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:

Resilience can be defined as one's ability to be able to recover quickly and effectively from a traumatic or stressful experience. A person's response to trauma and stress can be both automatic (responses unconsciously chosen by the brain) and learn (responses that a person can coach their brain into choosing). By teaching the human brain to make better choices when dealing with a traumatic and stressful experiences, a person can build a strong foundation of self-awareness, upon which resilience can be built.

Throughout evolution the human brain has retained its traits and methods of thinking through it's reptilian, mammalian, and the primate phases. The reptilian part of the brain needs safety, the mammalian needs satisfaction, and the primate section needs connection. The human brain needs all three of these needs to be met to be resilient. (Miller, 2022, p. 73) This task will discuss and compare through reflection the three coping strategies I have developed in relation to these three parts of my brain, to deal with stressful situations in my initial 6 months of police training, and how these strategies will prove imperative in me sustaining the high level of resilience needed to be a competent police officer.

During my initial training I had to undertake Officer Safety Training, which would provide me with the skills to defend myself, my colleagues and members of the public should the need arise. This is an essential part of police training following the increase in assaults against emergency workers in the UK over the past few years (National Police Chief's Council, 2020). However, due to my past personal experience of being a domestic abuse victim, I was extremely anxious to start the training as I was unsure whether it would trigger any memories from my past and I did not want my past to hinder my ability of becoming a competent police officer. During the training I was told I had to wrestle with a colleague on the floor, whilst they try to strangle me, and then I would have to use defensive techniques to ensure my safety. The thought of this made my heart race, I felt clammy and I wanted to avoid the situation at all costs. I completed the training but did not enjoy it due to feeling anxious about what was coming next.

As a result, I used The Gibbs Reflective Cycle to reflect on why my reptilian part of brain did not feel safe during this exercise. The Gibbs Reflective Cycle uses 6 stages, the first being to describe what happened, the second being describe your reactions and feelings, the third being evaluate the situation, fifth compile a conclusion and lastly make an action plan for future (Markkanen, 2019, p.44 – 62). I realised using this method that the reason I was feeling unsafe was that I had spent my time worrying about the situation and had not put any plans in place to protect my wellbeing. I decided in order to ensure I maintain my

resilience throughout my training when faced with conflict, I would have to establish a way of grounding myself before, during and after conflict. I researched grounding techniques and found one that would work when I had very little time during a policing incident, called the 'Traffic Light Technique'. The technique stops negative thinking or worrying by using visualisation and distraction to alter the brain's thought process (Trauma Research UK, 2023).

Prior to starting my training, I would horse ride during my spare time in order to relax. When I attended the stables I would feel my body relax and my mind would focus solely on my connection with my horse. However, when I began training I realised I had little or no time to continue my hobby and stopped horse riding. By the time I sat my first exams I felt mentally exhausted. I was attending training, going straight home to look after my children, revising and then bed, before starting the process all over again the next day. The mammalian part of my brain was therefore not gaining the satisfaction it needed to retain my wellbeing and resilience. Using the SWOT analysis model, which stands for strengths, weaknesses, opportunities and threats (Brooks, Jeskins, Pratchett, Young, 2018, chp 81, p. 211 – 213), I established that my strengths were that I was able to get all my revision and work done as I was dedicating all of my time to it. However, as a result my weakness was that by doing this, I was not allowing myself time for self-satisfaction. The opportunity to attend horse riding was readily available to me, but I would have to effectively organise my time for me to go. I decided my only threat to this was myself, as I was choosing to not take care of my physical and emotional wellbeing.

Throughout my initial training I ensured the primate section of my brain was satisfied by maintaining a strong connection with my family at home. I have four children ranging from age 6 – 15 years old and knew it would be imperative I maintain my connection with them during my policing career. Using the Gibbs Reflection Cycle, as explained above, I would ensure that every evening upon me returning home from training I would cook a home-cooked meal for the family and we would all sit together at the dinner table to eat. I created a tradition that whilst we were eating, we would go from youngest to oldest and talk about something that made us sad that day, and something that made us happy. Doing this would allow us as a family to connect every evening, share our worries and to share each other's happiness. This tradition made me feel content as I felt connected to my family. As this was a positive experience for my entire family, I have kept this tradition whilst on response and have adapted it to breakfast together when on afternoon shifts. The importance to maintain time for family whilst working is clearly illustrated in (Ochs, Kremer-Sadlik, 2013, chp 11, p. 217 – 231).

In conclusion, by using effective reflection practices I have been able to establish three ways of satisfying the three elements of my brain needed in order to develop and retain resilience and minimise stress. In order to compare the three strategies, it is important to note that the three are very different, but work in parallel in order to maintain the status quo the human brain needs for resilience, which is an essential component in a successful, healthy policing career (Brepoels, Slagmolen, Smit, 2016, p. 123 – 124).

(Word Count - 1099)

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:

Police officers are often seen as the ultimate protectors from conflict within society (Kilgallon, Wright (2022) chp 9). The very creation of the first organised police force in London in 1837 by Sir Robert Peel, was established in order to prevent conflict and crime, rather than fight it, by using softer negotiation skills that run parallel with the Peelian Principles (Home Office, 2012). Police officers are called to help during the most emotionally charged times in people's lives, which means officers will inevitably come face to face with conflict during their tour of duty. As per the Peelian Principles, it is an officer's responsibility to use all of their training to police by consent and to avoid the escalation of conflict by using effective presence, active listening and communication skills.

During the initial training phase, it was reiterated to student officers that it was imperative they be fully trained in conflict management as per the Conflict Management Guidance provided by the College of Policing (College of Policing, 2020). During a tour of duty, a police officer can be faced with incidents where the environment can change within a split second. The National Decision Model has been developed to help officers make rational and safe decisions when faced with these situations. The NDM is an ever-revolving circular model, which has 6 key considerations that officers need to consider. These are the code of ethics, gathering information and intelligence, assessing threat and risk, developing a working strategy, considering powers and policy, identifying options and contingencies and taking action before reviewing what happened (College of Policing, 2013).

This task will assess a call I attended where I had to use effective communication skills and conflict management to deescalate a domestic abuse incident. I will then reflect using reflective models on my emotional awareness and decision-making process, and outline how I think I could have improved my performance using the Drama Triangle and Betaris Box and other relevant models.

The PSC received a 999 call from a female who stated that her son had come home intoxicated and had threatened her. The female requested officers' attendance but stated on the call that she only wanted officers to calm her son down, and that she would turn violent herself should officers attempt to arrest him. During the call, the teenage son could be heard shouting in the background "IF POLICE COME I WILL END THEM". The call was graded a G1 which means that officers must immediately blue light to the incident.

Due to the nature of the call, I did not have time to search the caller, and her children on the police database before leaving the station. Officers can request this over the air from the PSC, or there are facilities on their phones to do the same. My tutor who was attending the call with me stated that she knew the parties who had called and that she had attended numerous domestic abuse incidents at the address in the past. I therefore decided to use IPatrol on my work mobile to search all of the parties, in anticipation that there would be quite a lot of historical information that may be relevant to the current call. I accessed the parties' warning markers on the system, which highlighted further details needed to fully risk assess the situation before arrival. It became apparent that the teenage son had warning markers for assaulting police, domestic violence, drugs, mental health, and an ailment of a speech impairment. The reporting person had been a repeat victim of domestic abuse from her ex-partner, the teenage son's father, and her teenage son during the COVID-19 lockdowns. During this time domestic abuse and alcoholism increased substantially as people were forced to spend long periods of time together at home, without the need to attend work or normal social settings (Brodie, Hawkins, MacLean, McKinlay, 2022).

Following accessing this information and relaying it to my colleague, I considered the National Decision Model to develop a plan to execute on arrival to ensure my own safety and that of my colleague. On arrival we were met by an upset, middle aged female outside of the property. She appeared intoxicated and grabbed onto my left arm with her hand and stated, "PLEASE DON'T TAKE MY BOY, I AM SORRY I CALLED". I felt conflicted on a personal level at this time as I wanted to reassure her but could not promise her that her son would not be arrested until we were fully aware of the circumstances. Being a victim of domestic abuse in the past, I am aware that victims will often try to protect the perpetrator as domestic abuse can cause tendencies that are seen in Stockholm Syndrome (Cantor, Price, 2007 p. 377 - 384). The female stated her son had returned home drunk, had become erratic following the break down of his relationship and had headbutted the living room wall, which scared her. She further stated she had asked him to leave, but he had refused and threatened to hit her if she attempted to remove him from the property.

I then entered the property with my colleague and was met by the aggressive male in the kitchen. Using the NDM and assessing risk, I decided to ask the male to come into the living room as the kitchen contained potential weapons such as knives. The male complied but walked towards me aggressively shouting at me to get out. I instantly remembered my training and took a passive stance to show the male I posed no risk to himself. I began to use the LEAPS mnemonic, which stands for listen, empathise, ask, paraphrase and summarise, whilst conversing with the male to try and de-escalate the situation, in the hope the male would mirror my calm behaviour (College of Policing, 2020). Mirroring is scientifically known as limbic synchrony, which is hard wired into the human brain and can be used as a tool when trying to change someone's behaviour (Gorman, 2011). Due to the male having a speech impairment, a stammer, I also ensured I gave him as much time as he needed to respond, without interrupting him or helping him finish his sentences.

The male started to calm down when he realised I was actively listening to his concerns and situation. I asked the male to sit down and I remained within a safe distance from him and

remained standing to give me the upper hand, just in case he became erratic again. The male stated his girlfriend had broken up with him earlier on in the day and that he gotten drunk to try and cheer himself up. The male further stated that he did not trust police due to bad past experiences with them and thanked me for treating him like a human being. I reassured the male that my job was to remain impartial, to ascertain what had happened, and to ensure everyone at the property were safe. During the time I had been talking to the male, my colleague went outside the property to check on the female and had called for further assistance. When four further officers attended and entered through the front door the male shot up from his chair and ran through the kitchen and locked himself inside the bathroom.

The female followed the officers through the front door and became frantic when she realised her son had locked himself inside the bathroom. The female began to try and push past officers who were trying to talk to the male and convince him to open the door. I realised the female needed to be removed from the situation as she was making it worse. As I knew the female was intoxicated and intoxication is linked to aggression (Gladwin, Salemink, Garritsen, Noom, Kraaij, Wiers, 2018, p. 229 – 237), I once again kept calm, and began to use LEAPS. However, it was apparent this was not working as the female could not hear my tactical communications over her shouting, the police shouting and her son shouting. I therefore gave the female a final warning, and as she did not listen to this and pushed me to the side, I used reasonable force by placing my left hand around her right arm and escorted her outside of the property out of the back door with the intention of arresting her for assaulting police. I did this using my power under section 117 of the *Police and Criminal Evidence Act 1984*, to prevent the female from assaulting the police officers further. On a personal level this made me feel awkward, as I have been brought up to respect those who are older than myself and would never place my hands on another person in my personal life. However, I ensured I remained professional and reminded myself my actions were necessary to avoid the escalation of conflict as per the Peelian Principles and Code of Ethics (College of Policing, 2023).

Whilst I remained outside with the female she continued to try and gain access to the property to get to her son. I then used the '5 Step Appeal' by requesting she remain with me outside, then explained that if she did not remain outside she would escalate matters, I made a personal appeal to her and explained she may be arrested herself if she continued her behaviour which would be no help to her son, and by this stage the reasoning worked and the female stopped trying to gain access. However, if she had not stopped, I would have continued with a final warning, before taking action and arresting (College of Policing, 2020). The female became visibly upset and apologised to me for her actions. The male was arrested by my colleague and we escorted him to custody where his detention was authorised.

Using the Gibb's Reflective Cycle throughout this task, I feel my behaviour during the initial stages of the incident with the male was satisfactory as I remained calm in a stressful situation and was successful in calming the male down. However, as my colleague went outside and I did not communicate effectively with her to say the male was now calm, my colleague called for further assistance with numerous police officers bursting through the front door, which escalated the matter again. I think the situation could have been dealt with more efficiently if my colleague and I had communicated with one another on what our thoughts were moving forward before taking action. The Westley and MacClean Model of Communication supports this and believes that communication does not start with the sender, but with the environmental factors that influence the sender and acknowledges the

role that two-way communication and feedback plays in effective communication (Drew, 2023).

However, I felt my interaction with the female was successful. Some officers may have been quick to arrest her but due to my past experience with domestic violence I felt I had the patience and understanding of why she was reacting the way she was. On consideration of Karpman's Drama Triangle in the treatment of domestic violence it is noted that people can become each role at different points during an incident. The three roles are that of a persecutor, rescuer and victim. It is impactful if the attending officer stays out of the drama triangle and does not take on one of these roles by telling the person what they have to do in a domestic violence incident, but instead make them aware of their options and choices and support them in taking positive action. The importance of this is highlighted in (Hawker, 2000 p. 139 – 144).

Also on consideration of the Betari's Box model, which explains how a person's attitude can affect their behaviour, which then in turn affects the behaviour of another, which then effects their attitude (Revolution, Learning and Development, 2023), I strongly believe I dealt with the situation to the best of my ability using my own personal experiences and attitude towards domestic abuse incidents to create a calm and understanding environment to ascertain what exactly had happened, and support both parties in the next course of action to resolve the matter, whilst having the patience to understand the complex relationship dynamics in a domestically abusive relationship, which resulted in de-escalation of conflict.

In conclusion I feel my communication skills at the beginning of the incident needed improvement, but my performance as a whole was positive. I feel I am emotionally intelligent and try to ensure others understand my empathy towards them and the situation they find themselves in. Upon conducting further research I feel using the mnemonic MOREPIES could help me in the future, which stands for minimal encouragers, open questions, reflection, effective pauses, paraphrase, use 'I' as more personal, emotional labelling and summary, and have included it in my action plan. Also moving forward, using the HEAL Framework approach to learn from a positive experience by using the four step approach of having a beneficial experience, enriching it, absorbing it and linking positive and negative material (Hanson, 2023 p. 142 - 153), I will use this incident as a firm foundation to which I can build my conflict management skills in the future.

(Word Count - 2200)

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:

Legislation cannot be stagnant and needs to adapt and change to reflect society's ever changing needs. The phrase 'revenge porn' was not well known within the UK until the internet, social media and messaging services provided an accessible platform for people to commit offences online, without their identity or location being known to other members of the public. In order to tackle this new crime, the offence of disclosing private sexual photographs or films without the consent of the individual who appears in them, with the intent to cause that individual distress, was created at s. 33 of the *Criminal Justice and Courts Act 2015*.

The offence of 'Revenge Porn' has been consistently increasing over the past few years, so much so, that between 2020 and 2021 it increased by over 40% (UK Safer Internet, 2022). Even more worrying is that the offence is on the increase where children are the victims (Webb, Weale, 2020). This task will focus on an incident where I investigated the offence of disclosing private sexual photographs without the consent of the individual who appears in them, with intent to cause that individual distress, where the victim and perpetrator were both children.

The Police Service Centre received a call from a distressed mother who reported that her 15 year old daughter had become the victim of naked photos of her being shared on social media. It was established at this point that the daughter had taken the pictures herself and sent them to her partner at the time who was also 15 years old. The parties had since split and the photographs had been sent to other people, without her consent on Facebook, Instagram, Playstation, Snap Chat and Whats App. The mother was understandably worried as the photographs had circulated around her daughter's fellow pupils and friends at school.

I was tasked with conducting the interview of the 15 year old female to ascertain what had happened and the next actions of the police. This incident was during my first week on response, and I felt extremely anxious as I wanted to get it right, for both the child victim and her family. I also felt worried about the 15 year old male perpetrator as he was a child also. Prior to knowing more about the incident I contemplated if the male knew what he had done was both criminally and morally wrong, and how his family would feel with the impending police involvement.

During our initial 6 months of training we touched heavily on the Victim's Code of Practice (Ministry of Justice, 2020), and the rights afforded to victims of crime as a result of the same. However, as I was extremely new to the police I felt worried that if I said anything that was inaccurate during my interaction with the victim and her family, that I would be letting them down. The very reason I joined the police was that I wanted to make a difference to victims' experiences in the legal process. As previously discussed I had been a victim of domestic abuse and my personal experience with police services was negative. At the time I felt a huge sense of pressure to perform.

Prior to the interview I read through my training notes and conducted further research into this area of law. It was confusing to me at that time that the law states that the 15 year old girl had also committing an offence of taking, possessing, or sharing sexualised images of any person under the age of 18 years old, even though she took the pictures of herself. I was shocked to find this was a criminal offence under *s. 1 of Protection of Children Act 1978*. Ethically I thought a person's body was their own and if they decided to take a picture of it, it was their choosing. I was aware that as a child aged between 10 to 17 years old, the female would need an appropriate adult to ensure she understood the language I was using and what I was explaining to her, and this person could not be a witness or part of the case, as defined in *Police and Criminal Evidence Act 1984*, s. 1.7 (a). I therefore arranged for the female's aunt to attend as her appropriate adult, as her mother had already agreed to give a witness statement. The right to be heard and understood is recorded under Right 1 of the Victim's Code of Practice, and an appropriate adult can help to achieve this.

The parties attended the police station and I settled the female and her aunt into the interview room. I took my time to explain the special measures that are afforded to vulnerable victims, such as the female who was under 18 years of age. The *Youth and Criminal Evidence Act 1999* put into place measures to ensure that vulnerable or intimidated witnesses would be able to attend court and have their voices heard effectively and clearly.

Under s.16 of the act a child under the age of 18 is classed as vulnerable and is entitled to special measures, which means that if the court agrees they can have things put in place to make their experience with justice system more bearable, I explained to the young female that she could give evidence behind a screen, video link, in private, via a visually recorded interview etc. I also explained that if she were to feel intimidated by the court process that we could request the instruction of the Judge and Barristers to remove their wigs.

I fully explained the victim's rights as per the Victim's Code of Practice and put special emphasis on the importance of the Victim Personal Statement (Right 7 – Victims Code of

Practice), as this can be so impactful on the court when establishing how the crime has affected the victim physically, mentally and emotionally. However, I made sure the young female knew that the decision to make one was hers, and hers alone. I explained it as her opportunity for her voice to be heard.

During the interview the young female began to show me the messages between herself and her ex-partner. The messages contained language that I was unaware of. The young female made me aware that her ex-partner, the young male was in fact a part of a gang. The gang were clearly using phrases that I was unaware of. I explained this to the female, and she kindly explained what each phrase meant to me. I felt I had created a space where the young female respected me enough to understand that socially we came from very different backgrounds due to our age range. I realised I had a huge gap in my knowledge and experience in this area and conducted research through an organisation called St. Giles. The Centre for Social Justice has estimated that there could be around 70,000 children in the UK involved with gangs (St. Giles, 2023). Upon reflection I found this a shocking statistic as I had lived a very sheltered life in the South Wales Valleys growing up, and thought gangs were not prevalent across these areas (Evans, 2020).

This highlighted another area of concern to myself, as I was aware from my 'County Lines' input during my first 6 months of training, that children often become victims of gangs who are then forced through coercion and threats to carry out the illegal duties of the gang. This is also highlighted in the article 'Child Criminal Exploitation: County Lines, Trafficking and Cuckooing' (Stone, 2018). I felt that it was important to remember that the perpetrator in this case was a child and could also be a victim in another matter. I therefore raised my concerns with my tutor upon completion of the interview and I ensured that the concerns were raised in the incident log and put in a Public Protection Notice for both the victim and perpetrator in this matter.

Upon completion of the victim interview I signposted the victim to further support such as Victim Support (Victim Support, 2023) as per her rights to further support under Right 4 of the Victim Codes of Practice. It has been proven that victims of 'revenge pornography' can experience mental health issues, trust issues and lack of self esteem after being a victim of the offence (Bates, 2016).

Following the completion of the victim statement, my tutor informed me that I would also be the arresting officer of the perpetrator. I completed a person search of the perpetrator on NICHE police systems and established the male was well known to police and had an extensive custody record to include numerous sexual offences to other young females. Upon reading this I had to remind myself that as police officers it is important to treat each individual ethically, equally and to always adhere to their human rights. Although the male had an extensive sexual offences history, I knew it was imperative I treat him fairly, impartially and he was entitled to the right to a fair trial and remain innocent until proven guilty as afforded to him under *Human Rights Act 1998*.

Upon further research into the perpetrator's background it was apparent that he came from a socially disadvantaged family and had been a child victim of many incidents himself. The young male had warning markers on police systems for mental health, suicide, violence and suffered from ADHD. It has been proven that experiencing adverse childhood experiences

can negatively effect a child's physical and mental wellbeing (NHS, 2023). I knew I would have to take all of this into consideration whilst arresting the male. However, when I arrested the male he instantly blamed the victim. He shouted at myself and my colleagues "She took them, she sent them, she is a dirty slag". Victims often get blamed by people in the offence of 'revenge porn'. People often think that if a person takes an intimate photograph of themselves and sends it to another, they somewhat lose their personal right to the disclosure of that photograph to others, however this is not the case. It has been proven in studies that people perceive victims of 'revenge porn' to be more promiscuous and more blameworthy (Mckinlay, 2020).

The perpetrator's mobile phone was seized by myself under s. 32 of the *Police and Criminal Evidence Act 1984* in order for it to be examined. I conducted a further section 18 search during the investigation, of the perpetrators home and a playstation and laptop was also seized for examination. It has been reported that intimate photographs are often shared between people in an attempt to 'show off' rather than cause alarm or distress to the owner (Dodge, 2020). However, upon examination of the perpetrators phone and messages it was apparent that he wanted to cause the victim distress.

During the investigation I updated the victim and her family, as per her right, right 6 of the Victim's Code of Practice, to ensure she felt involved in the process and that we had not forgotten about her. I have since changed roles and have entered my hub attachment as the next part of my police training. However, I made sure the victim was aware of her right to complain under right 12 of the code before leaving my response role. Upon reflection I feel this incident taught me how difficult it is to remain focused on an investigation whilst updating all of your victims. Upon joining the police force I promised myself I would never let a victim down, the way I felt let down. The Victim's Code of Practice has ensured that police officers are now personally responsible for maintaining a victim's confidence in the legal system. Furthermore, a *Victims and Prisoner Bill* which was introduced on 29th March 2023 will ensure that victim's rights are even further cemented at the heart of the UK justice system.

(Word Count: 1987)

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:

The law may appear to be rigid, as it is set down in acts of parliament, case law and common law, however discretion is a valuable tool afforded to police officers that can assist in making the law more flexible when dealing with offenders, as it is often found that there is no 'one size fits all' when dealing with crime. Discretion is not clearly defined in an act of parliament or common law, nor does it tell an officer how it should be used (Pearson, Rowe, 2020 p. 53). However, it has been defined as the following, 'an officer has discretion whenever the effective limits on his power leave him free to make a choice among possible courses of action or inaction' (Davis, 1975). It has also been proven that there is a positive association between allowing officers to use their discretion with staff wellbeing, job satisfaction and commitment (College of Policing, 2023).

In order to use their discretion an officer must consider several things before making an informed, morally sound decision. Officers must work through the National Decision Model (College of Policing, 2013), which has 6 key considerations that officers need to consider. These are the code of ethics, gathering information and intelligence, assessing threat and risk, developing a working strategy, considering powers and policy, identifying options and contingencies and taking action before reviewing what happened. In parallel with this, officers must consider their decision to be in line with the Code of Ethics (College of Policing, 2023). The Code of Ethics outlines the exemplary standards of behaviour that is expected of every officer. Police officers have the responsibility to ensure every action they take, including discretionary decisions, are proportionate, legal, accountable and necessary (College of Policing, 2018) and in line with people's human rights that are set out in *Human Rights Act 1998*.

This task will assess the role I played during a police investigation into a traffic offence, where the use of my discretion was affected by the NDM, Code of Ethics and *Criminal Procedure and Investigations Act 1996*.

Whilst on mobile duty in police uniform, my colleague and I noticed a white Audi vehicle travelling slowly in front of us. The car was travelling at such a slow speed it appeared to be either lost or possibly breaking down. As this raised my suspicions as to why the car was travelling in such a way, I conducted a vehicle check using IPATROL on my police mobile phone. The vehicle check result showed that the white Audi had no insurance. I therefore, instructed my colleague who was driving the police van to follow the car and ask them to pull over. We followed the car into an industrial estate, where the driver pulled over. There was a lone male driver within the car who appeared shocked to see officers. I activated my Body Worn Video and informed the male that the car was recorded as having no insurance on our systems and began to go through the mnemonic 'POCLAROC', which stands for point out the offence, when caution, state legality, ask questions, report offence and now caution. I conducted a PNC and NICHE #DL check of the male's driving licence and it was confirmed he had a substantive valid licence.

I began to investigate further and asked the driver an open question to try and gather as much information as I could about the incident. The driver informed us that he had split from his partner a week ago and that she had organised the insurance for his car through her work, as she worked for Audi. The driver stated that his ex-partner had promised him that the insurance would not be affected by their split and would continue until the end of its policy in September 2023. The driver became visibly upset as the realisation hit him that she had in fact cancelled the insurance. The driver then continued to tell us that he was new to the area, that he had moved to Wales to be with his partner as his father, who was a retired police officer had recently died and he needed a new start. However, shortly after moving to Wales his partner informed him, she had met someone else and ended the relationship.

The male apologised for what had happened and stated he was happy to take out insurance there and then in front of officers if it meant the vehicle would not be seized as he needed it for work the next morning. I conducted a thorough check of the male on police systems and noted that he had never come to the attention of police before and had no criminal record. I began to feel real empathy for the male, as the situation was not his fault and he had been going through a lot in his personal life recently. Going through the NDM, I had gathered all the information and intelligence I needed, on assessing the threat and risk I decided that if the male could take out insurance before we let him leave he would pose no risk to others. I considered my powers and decided using my discretion to not seize the car to allow the male to attend work the next day would be the right course of action. Officers can seize a vehicle with no valid insurance using their powers in s. 152 of *Serious Organised Crime and Police Act 2005*. It also states in South Wales Police Vehicle Recovery Procedure (South Wales Police, 2021) that 'it is a power not a duty to seize such vehicles and officers must satisfy themselves that there is sufficient evidence to prove the offence'.

Being truly honest with myself, there was a part of me that wanted to seize the vehicle as it was an outstanding action I personally needed to get signed off in my Police Incident Check List as part of my initial training. However, the Code of Ethics (College of Policing, 2023) states that one of the standards of professional behaviour is that of honesty and integrity and one of the policing principles is that of fairness. I felt if I were to seize the car, I would be doing so for a personal reason which would not be in line with the code that I agreed to

follow as a police officer. I also felt that the male was already on the 'losing side' after all the struggles he had experienced in his personal life recently, as Lord

As a result, I took action and consulted with my colleague and then Sergeant and stated that I felt the right course of action would be to use my discretion, report the male for prosecution as per South Wales Police Policy (South Wales Police, 2021) for the offence of no insurance under s. 143 of the *Road Traffic Act 1988*, but if he could take out valid insurance there and then to allow him to take the car and not seize it. My sergeant agreed with me, and I informed the male of the same. I then sat with the male and ensured he took out valid car insurance and told him he was free to go, but to keep an eye out in the post as I would still have to report him for prosecution for driving a vehicle with no insurance. The male was extremely grateful and thanked myself and my colleague for being so understanding. The male stated that everything had gone wrong in his life recently, and that he felt having his car seized and him missing work would have 'pushed him over the edge mentally'. I felt a huge sense of satisfaction in our actions at the incident as I felt my power of discretion gave the male a helping hand when he so badly needed it.

The Codes of Practice contained within the *Criminal Procedure and Investigations Act 1996* defines an 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.' (Ministry of Justice, 2015, p.4). During this incident I investigated the background as to why the male did not have insurance and whether this in fact meant he had no mens rea in regards to the lack of insurance, The Code of Practice sets out that in an investigation, all reasonable lines of inquiry must be followed and pursued. I felt it was imperative to investigate whether the male was lying as to why he did not have insurance as this would affect my discretionary decision. I asked the male open questions about his relationship, and then completed a person check using my IPATROL on my police mobile to ascertain whether he had in fact moved out of the family home during the break down of his relationship.

Another provision of the *Criminal Procedure and Investigations Act 1996*, s, 23 (b, c, f) states that all information obtained during an investigation needs to be retained, and the accused is entitled to inspect it or see a copy of it. During the investigation into the traffic offence I ensured that all the driver's details I obtained and background information was securely and accurately recorded, was for a policing purpose, and was also in accordance with MOPI (College of Policing, 2005), *Data Protection Act 2018* and all relevant legislation. I recorded the information securely on my Pocket Note Book and Incident Log on the police mobile phone. I was aware that this information is disclosable to the defence should the matter get to court and informed the male that he was also entitled to the copy of my report for summons, which I would hand deliver to his new address on the same evening to ensure it arrived at his correct address. When the male had left the area in his car, with his new insurance in place, I returned to the police station to report the male for driving with no insurance and to complete a detailed update on police systems.

Upon reflecting on the incident afterwards I was extremely content with my actions and use of discretionary powers. I felt my decision making process using my discretion allowed the male to have a positive experience with police, which in turn would assist in him learning from the incident and ensuring it would not happen again. The ability to learn from positive experiences has been stated in the article 'Learning to learn from positive experiences' (Hanson, 2021), whereby it is noted that people can draw on previous positive past

experiences to develop diversity and maintain wellbeing, which would be extremely beneficial to the male who was going through a very tough time in his life. However, police officer discretion has been scrutinised by some and has been seen to allow officers to avoid work they do not wish to undertake by using the power, and as every officer is an individual and will make individual choices based on their own opinions, it can be argued that the power lacks structured regulation (Pearson, Rowe, 2020, p. 57).

(Word Count – 1862)

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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