

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

When first considering strategies I used to cope with the stress of my initial 6 months training, I initially struggled to identify any obvious mechanisms that I had used. It seemed to me that I had managed to complete the 6 months using little more than the age-old British tradition of a stiff upper lip. However, as I thought in more depth about the last 6 months and reminisced on what I had experienced, I realised that I had adopted multiple strategies that managed to go largely un-noticed even by myself.

One very important strategy that I used during my first 6 months was being completely open with my partner about everything I was feeling with regards to work and my learning. As a serving Police Officer himself, we were able to have frank and open discussions about many elements of my training. This helped relieve some of the stress I was experiencing, as he was able to reassure me and explain elements of training which I may not have fully understood. I cannot emphasise enough how beneficial it was for me to be able to talk through all of the emotions and concerns I had surrounding my training.

I am not naturally an open person when it comes to my emotions and how I am feeling. I would go so far as to say that I have in the past kept these feelings bottled up, often to my own detriment. I have been known to be reserved and at the beginning of the six months, would say that this was almost certainly the case. It quickly became apparent to me, however, that maintaining that strategy would not only be unhelpful but could in the long-term prove to be harmful to my further policing career. It was at this point that I considered possible options for adapting to my new role and, remembering how I had coped with other high-stress situations, thought that beginning with being transparent about my feelings and uncertainties would prove beneficial. Talking through ones problems in order to process them and develop strategies to address them is a widely recognised and respected method of dealing with stress. Much research has been done into the benefits of

Talking Therapy or Cognitive Behavioural Therapy and whilst typically this method is explored with a counsellor or therapist, the fact remains that the basic premise of openly discussing your problems can be incredibly effective. For example, Diane Dreher Ph.D (2019) writing in the publication *Psychology Today* and citing research by James W. Pennebaker et al., states:

“Studies have shown that simply talking about our problems and sharing our negative emotions with someone we trust can be profoundly healing – reducing stress ... and emotional distress”.

I have found this strategy not only effective in my first 6 months of training, but also as time has progressed. I have a newfound appreciation of being open about my thoughts and feelings, having seen the positive result it can have. I have every confidence that I will continue to use this method going forward in my new role.

Whilst the above is a very active strategy for dealing with stress, another aspect of dealing with my first 6 months, which I feel I previously overlooked, was what I would consider passive strategies. What I mean by passive strategies, is methods that did not require that I actively pursue them, but instead presented themselves, fully formed.

In order to best expand on this, it would help to first explain that I have in the past been guilty of being unable to switch off regarding my job, bringing my work home with me and letting it seep into my personal life. It is in these moments, where I seem unable to find a work-life balance, where I find myself becoming increasingly stressed or sensitive about my abilities in my job. Having failed to deal with this well in my past employment, and with the stakes being much higher in my new role as a police officer, I was uncomfortably aware of the risk of falling into similar habits; and in doing so succumbing to the stress of my new situation.

It was important therefore, for me to try and create a distinct separation between time in work and time at home and it is here that my earlier reference to “passive” coping mechanisms comes in. I found that keeping myself busy with thoughts and tasks unrelated to work helped me to switch off and relieve myself of some of the stress.

That is not to say, however, that busying myself with idle tasks was sufficient to relieve potential stress. Instead, I found that being productive and carefully choosing how I used my time proved most effective.

I was initially very concerned about the first 6 months of my training and how I would cope with what was ahead and this initial concern was not helped by the fact that there were a lot of other unrelated factors that required my attention. Paramount amongst them was the fact that my partner and I were looking to buy our first home together and were looking at the mammoth amount of tasks that that entails. I was uncertain as to whether I would be able to deal with both a new job and a new home without becoming overwhelmed. However, it developed that this important aspect of my life proved to be a boon to keeping grounded in my new job. I found that completing tasks related to the home made me feel productive but also gave me something other than work with which to occupy my mind. Having since looked into this strategy in more detail, I have found many references to how being productive and staying mentally active with tasks can help to relieve stress. One such example, is from a blog published in September 2021 by *Memory.Ai*, a firm involved in developing methods for working and using your time more effectively. In one of their blog posts relating to this subject, they state:

“Concentrating carefully on something meaningful or complex gives us a powerful sense of fulfilment, which then frequently has a knock-on effect on other areas of our lives. This type of productivity challenges us to immerse ourselves in the now, to be utterly present and dedicated to the task in hand”.

It has become apparent to me now, thinking about the methods I used for coping with my first 6 months, that the above strategy proved very valuable. As the quote above references, by concentrating on something important, but not related to work, I put myself in a better position mentally, to deal with the day-to-day rigours that my new role placed upon me; the positive mental attitude that came as a result of occupying my time effectively, spilled over into how I dealt with my initial training.

The final coping strategy I would say that I employed to deal with my first 6 months compliments the above method to some degree, in that the former relied on keeping my mind active and the final method focussed more on keeping my body active. That is not to say that I doubled down on attending the gym or began participating in any sports or clubs. Instead, I found what was effective for me was to try and spend more of my free time simply getting outdoors and into nature for some fresh air. I tried where possible to go for a walk every day, whether it was in rural surroundings such as the countryside or woods, or just walking locally or around the areas surrounding our training centre. I found that having the opportunity to do this helped me to slow down my mind and take time to fully relax and switch off.

There is proven research supporting the idea that getting out into nature, walking and taking in fresh air can have a profound effect on mental wellness and help reduce depression, anxiety and stress, and I can attest to its effectiveness in helping with the latter. I frequently found myself taking walks with some of the other students in my group during breaks as a way of unwinding, particularly if we had sat through a heavy session or presentation.

Support for the idea that walking outdoors is beneficial to one's mental health is wide reaching. In an article from June 2020 by *Advanced Neurotherapy*, a wellness clinic in Massachusetts, they summarised the reasoning and effectiveness of this method, stating:

“So many people are working inside of a building all day, getting stressed out by a variety of factors in their work place ... Scientists have discovered physiological evidence that suggests spending time in nature reduces stress ... Furthermore, taking a walk outside will help the brain produce endorphins, which are neurotransmitters responsible for regulating mood”.

As I made reference to at the beginning of this piece, the coping strategies I employed to get through my initial 6 months with minimal stress, were not methods which I had any intention of deploying. All of the methods I have made reference to have come about organically in my daily life and did so without my intention or knowledge. From my perspective at least, I do not think I would have made it through the last 6 months quite so easily and enjoyably had it not been for the stress relieving properties of the actions I have mentioned, but I would be dishonest if I said that I actively sought ways to deal with my workplace stresses.

Word Count - 1591

Task 2

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

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

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

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

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

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

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

ANSWER:

In this task I will be discussing managing conflict during an incident at work. I will discuss how I dealt with the situation, what occurred and the methods I employed in order to get a satisfactory conclusion to the call. I will look at use of restraint, tactical communications, and other use of force practices as part of this discussion. For the reflective portion of this task used the Driscoll Reflection Model to consider the decisions I made and where I could have improved.

It is an undeniable fact that at some point during their career, every police officer will experience some kind of conflict. The nature of the job requires that we be present for many situations in which emotions of varying types can run high and on some occasions these emotions exhibit themselves aggressively or violently. It is important to clarify, before continuing, that when I refer to conflict I am not exclusively referring to physically violent actions, but rather to a scale of resistance. The College of Policing define five levels of subject

behaviour. These levels are designed to be considered in tandem with the National Decision-Making Model; particularly the section on identifying options and contingencies.

The National Decision-Making Model or NDM is the most widely used model employed by Police for making well thought out decisions before, during and after attendance at any incident; big or small. It allows for some scope of independent thought but provides a framework that officers can use to be certain that they have followed best working practices. Its use is not always an intentional action, but due to its wide teaching to new officers, it is often passively used during the decision-making process. Best practice dictates that an officer would use the NDM whenever they find themselves faced with conflict in the form of the five behavioural types identified by the College of Policing.

The five types of behaviour are: Compliance, Passive Resistance, Active Resistance, Aggressive Resistance and Aggravated Resistance. The extent to which each of these levels are in play during attendance at an incident are apparent from a joint report by Norfolk and Suffolk Police (2019) and evidence the clear distinction between conflict and physical violence. Except for compliance, each of these behavioural types offers a degree of conflict that we, as police officers, would be expected to address. To that end, I will make reference to these levels whilst explaining the methods I used when dealing with a conflict situation myself.

For this task, I will be describing an incident I attended where I was required to deal with multiple people, all of whom needed varying types of assessment and control. For the purposes of referencing participants throughout this incident, I will identify them as PJ, AE, BG and TS.

I was on duty for a late shift and was in company with my tutor, when we received a call to attend a busy high street shopping area nearby. The control room had received multiple 999 calls regarding a fight taking place in the street. Our colleagues had already attended as had our neighbourhood team, but due to the nature of the situation, they requested further backup.

Upon arrival at the scene, we could see that our colleagues were engaged in conversation with BG and TS, while the neighbourhood team were speaking with PJ. As they were attempting to talk with her, AE kept speaking over them, becoming increasingly irate as he did so. My tutor asked that I speak to AE whilst he spoke with our colleagues to try and get a better idea of what had happened. I approached AE and attempted

to speak with him, but he initially ignored me and continued shouting at the neighbourhood team, who were questioning PJ. I made the decision to place myself between AE and PJ so that AE had no choice but to acknowledge my presence. I made this choice because I knew that even if all it achieved was getting AE to ask me to move, it would nevertheless force him to open a dialogue with me, from which I could try and calm the situation.

When I placed myself in front of AE, he initially attempted to move around me but by virtue of my size, he was unable to see PJ and the neighbourhood team behind me and soon stopped. Despite being verbally aggressive, AE was not behaving in a way which would make me suspect he would get physical and so I was comfortable to remain in close proximity to him. In contrast to his own manner, I spoke calmly to AE. I reassured him that I was listening to him and was sympathetic; telling him I understood and that I would take what he was saying on-board. This use of tactical communication proved very effective and AE noticeably calmed down when speaking with me and I was able to ask him to explain to me what had happened.

AE disclosed that he had been spending some time with his ex-partner PJ, with whom he was on good terms. Following their time spent together, AE had seen PJ onto a bus that would take her home and had begun to head home himself. Shortly after, he had received a distressing phone call from PJ. He said she had clearly been upset and had claimed that someone had attacked her. AE also explained that he could hear someone shouting aggressively in the background of the call. AE asked for PJ's location and had headed up the road a short way. By the time he arrived, the Police were also present.

Whilst I was talking with AE, my tutor returned and spoke to PJ along with the neighbourhood team. Due to heavy rain, he asked PJ to sit in our van so that he could speak with her. Upon seeing this, AE began to become more aggressive and returned to trying to find a way around me. His behaviour escalated from compliance to active resistance. He remained non-aggressive however and so I continued to try Tactical Communications. I explained to him about why this had happened and that if PJ had done nothing wrong then she would be free to leave. I made sure to keep my voice calm and steady but did speak loudly so that AE would be able to hear me clearly over all the other commotion going on around us. It would have been easy, given AE's behaviour, to respond more aggressively by shouting or making threats of arrest. As the Batari Box model evidences however, this would likely encourage an escalation in AE's behaviour. This in turn requires that I escalate my response to meet his and this can very quickly lead from passive resistance to aggressive resistance.

Despite my best efforts to calm AE, he continued moving around me and reaching out to try and grab hold of PJ's hand. Due to needing to separate AE and PJ, I had to use some force, putting my hand on AE's chest and pushing him lightly away. Whilst doing so, I made sure to maintain eye contact with AE. Writing in an article for *Forbes Magazine* in 2014, Carol Kinsey Goman describes how "eye contact produces a powerful, subconscious sense of connection" and how "if a speaker actively seeks out eye contact... [they] are judged to be more believable". I personally have found that maintaining eye contact is an extremely effective method of getting someone to engage.

The small use of force required to move AE away from PJ proved effective. The small distance created between them was sufficient to encourage AE to begin engaging with me once again. AE's manner continued to improve, largely due to my having removed him to a quieter area of the street where he was not likely to be overwhelmed by everything going on. In this situation, as in all incidents, I make sure to explain to those I am speaking with, that I will be taking notes. I have found that being transparent with people helps create a feeling of trust. I took AE's details and while I was taking notes on what he was saying, I was also able to discreetly check our database and found that he had several warning markers for violence and possession of concealed weapons. This did heighten my awareness of AE and I found myself more closely monitoring his behaviour. Despite this, however, I made sure not to show a change in demeanour or express my concerns via my body language to AE.

Whilst I was collecting information from AE, my tutor approached and quietly told me that PJ was going to be arrested for assault based on the information he had received from our colleagues. Upon hearing this, AE suddenly became very agitated, returning to an aggressively resistant behaviour type. He pushed past me and ran towards the van in which PJ was sat. Despite our best efforts to calm him and move him away from the van, AE stopped engaging with me and shouted over both myself and my tutor. We hoped that if we separated the pair, we might be able to regain control of the situation and get AE's attention again.

Unfortunately, AE placed himself in such a way that we were unable to close the rear doors of the van and when we attempted to move him, he became very aggressive, pushing the van door into my tutor and squaring up to him, exhibiting extremely aggressive body language. When we repeated attempts to move him unsuccessfully and with him becoming increasingly violent in a public place, we had no choice but to arrest AE for a public order offence. As we attempted to get control of him, AE made as if to run off. I gave chase

and was able to grab hold of him by the arm, slowing him enough for my tutor to catch hold of his other arm.

With his arms restrained to his rear, I was able to place him in handcuffs.

Once the handcuffs were on, AE's behaviour immediately calmed and whilst he still refused to speak with my tutor, he began engaging with me again. The use of force of putting AE in handcuffs proved sufficient to deescalate the situation. I was again able to return to tactical communication and explained why we were arresting PJ. Unlike my initial conversation with AE, I made sure on this occasion to be firm when speaking with him. Rather than take the form of a conversation, I found that the more effective method at this time was to explain and inform but not give AE the opportunity to aggravate himself further by allowing him a platform to speak. I instead told him that he could be de-arrested if he behaved and that my colleagues would drive him home in order to remove the opportunity for him to become further involved in the situation.

During this interaction, AE went from argumentative and stand-offish to apologetic, his body language also changed; he became more open, conversing politely with me. On the occasions that he attempted to continue a dialogue with me regarding PJ however, I warned him that he was still under arrest at that time and any further disruption would result in him being transported to custody. He finally agreed to accept a lift home and leave the scene.

Once AE had left the scene in the company of my colleagues, myself and my tutor were able to transport PJ to custody. The initial behaviour she had exhibited; being loud, abusive, and aggressive quickly faded when we left the scene, and she became very upset. While my tutor drove, I sat in the back of the van and was able to speak with PJ. I tried to comfort her as it was clear that she was extremely emotional. She was worried about having to spend the night in custody, but I did my best to assuage her concerns; explaining that I would be interviewing her and that we would try and get the process done as quickly as possible. Speaking in a friendly but frank manner with PJ seemed to improve her mood and by the time we reached custody she was no longer upset and was even content to make some jokes with myself, my tutor, and the custody staff.

The respectful way that we dealt with PJ during her trip to custody appeared to have been effective in opening a dialogue between us as she was forthcoming with information and seemed genuine with her answers during interview.

When dealing with conflict, it is important to consider both the National Decision-Making Model and the Betari's Box Model. Every situation must be assessed on its individual factors and using the above models, a method for addressing it can be developed. It is important to remember during this process, however, that

situations are always evolving and that one cannot be stubborn in the use of a strategy. This incident is a prime example of how strategies must develop alongside the situation. In the case of this incident, tactical communications were sufficient to open a line of dialogue and were a valuable tool later in maintaining a level of calm and building a connection with several involved persons. Despite the success of tactical communications however, this incident also shows that there are times as a Police Officer where the only effective method of dealing with a situation is to be hands-on. Force needs to be limited in its use, but it is sometimes necessary to protect members of the public and colleagues. If I had not been willing to take a hold of AE and place him in handcuffs, there is every possibility that the situation would have escalated into violence; particularly given his previous warning markers. I do think, however, that the use of such force could have been avoided if I had made better attempts to keep AE a reasonable distance from PJ and if I had made it more apparent using tactical communications that I would not allow him to behave in the way in which he did. When speaking with someone on a friendly level to try and calm a situation, it can sometimes result in the individual thinking they have control of the situation and in future I would make efforts to avoid the power dynamic being in any doubt.

Despite these criticisms of my handling of elements of the situation, I was largely pleased with how events unfolded. I think that my tactical communications were mostly effective and evidenced the Batari's Box principal quite clearly. By entering the situation with a cool head, I was able to speak to AE in a calm and productive manner, which in large part resulted in him reacting in a similar way. Looking at this with the benefit of hindsight, I can see how very different this situation might have been, had I engaged with AE aggressively from the outset.

Word Count - 2499

Task 3

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

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

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

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

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

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

ANSWER:

In this task I will consider the importance we as police officers must place on communicating effectively with victims of crime and the responsibility we have to support them through the initial stages of the incident and on into the latter parts of the investigation. I will also refer to the importance in communicating appropriately and effectively when cultural differences are apparent.

To date, I have not been in a position where I have had to communicate with any victim or suspect with whom there is a clear cultural difference; or at least not in the traditionally recognised differences such as race, religion etc. I have however had to attend calls during which I have interacted with young people. Whilst this may not initially be recognisable as a cultural difference, some research into the subject has suggested otherwise. Writing for the *15five blog*, Dr. Paul White (n.d.) explains:

“The argument by sociologists is that each generation really was raised and developed in a culture significantly different than other generations, even with the same geographic/ethnic culture”.

By this logic it could be argued that due to differences in upbringing, dissemination of global traditions and customs from other cultures into our own and access to and adoption of other cultures in the constantly connected world in which we now live, each generation is a distinct and different culture from the generation before. It is this principal that I will follow for the purposes of this task.

In particular, I will be referring to my interaction with a victim who experienced prolonged exposure to harassment and verbal abuse from other pupils at her school via social media platforms. For the purposes of this task, I will refer to the victim as YG.

Myself and my colleague attended the address of YG following a call of concern from the school that she attends as she had been absent without reason for several days. Upon attending the address, we were met by YG's mother, who explained to us what had been happening with her daughter and why she had taken the decision not to send her to school. She expressed concern for her daughter but also explained to us that the family had, in the past, had a difficult relationship with Police which was why she had been against the idea of reporting the incident herself. She did however agree to let us speak with YG to try and address what she had been going through.

Section 16 of the Youth Justice & Criminal Evidence Act 1999 defines all persons under 18 years of age as vulnerable, and it is important that this is considered during any interaction with them. It is extremely important when speaking with a young person, to explain everything to them in a way that is transparent and clear whilst not coming across as condescending. Often, as in this case, this will be a young person's first interaction with Police and the very nature of our role and presence at a location can be hugely intimidating. For that reason, it is vital that we reassure the victim and make ourselves approachable, particularly as the impact of criminal involvement on a young person can be extensive. Writing in the *Journal of Criminology* in 2019, Tyson Whitten et al. describes the impact thusly:

"Involvement in or exposure to crime during childhood and early adolescence is associated with a number of adverse health outcomes across the life-course, such as risk of physical injury, mental illness and externalizing problems".

With this in mind, it was important when speaking with YG that we dispelled any fears she might have about the process of giving a statement to us. We explained to YG that by giving us a statement about what had been happening, she may have to attend court, if a resolution required it. We were quick to mention, however, that as a person under 18 she could be entitled to special measures should she need to attend. We set out exactly what options were open to us in that regard and asked her if any of them sounded agreeable to her. Having explained these options, it was clear from YG's demeanour that she was somewhat comforted by the availability of alternative methods of giving evidence and she expressed interest in being able to give evidence via a pre-recorded interview or via videolink.

We also explained to YG that due to her age it was essential that she have an appropriate adult present during her time with us. Whilst this did not have to be her mother and we offered the option of having whoever she wished, YG was happy for her mother to act as her appropriate adult and the process involved in that was explained to her. It can often be difficult to encourage young people to speak up about particular issues in front of parents or guardians. They often find it embarrassing or awkward to approach certain subjects in front of them and I have noticed on multiple occasions that parents or loved ones acting as appropriate adults have an understandable compulsion to interrupt proceedings with their own observations and opinions. It is vital on these occasions that we make clear the role of an appropriate adult and ensure that what is said by the victim or witness is their own observations and not simply a carbon copy of what their appropriate adult has expressed.

Once the entire process had been explained to YG, she seemed more at ease and was more than willing to give us a statement detailing the extent of the harassment she had been experiencing. By this time in my tutorship, I had dealt with a few harassment complaints as it is becoming increasingly common. What made this particular incident difficult however, was that much of the contact between YG and the culprit had been made via social media, particularly Snapchat and Instagram. I have made a point of avoiding having a presence on social media, particularly since becoming a Police Officer so my knowledge of both of these platforms is fairly scarce. As it was explained to me by YG, the messages she received had an expiry time, resulting in them becoming inaccessible and impossible to be evidenced in the case. This made things particularly difficult as all previous harassment calls I had attended had some form of visual evidence to which I could refer to prove or disprove that a criminal act had taken place. In YG's situation, there was very little evidence and as a result, it was reliant on YG giving a clear, truthful recollection of events to make a case for harassment.

In addition to a statement from YG, I also explained the Victim Personal Statement scheme. I often explain this to victims as an opportunity to express the emotional side of their situation. I typically separate it from their statement by describing how the latter is a description of the facts whilst the former is a description of their feelings because of said facts. Particularly in cases of harassment, such as that experienced by YG, a Victim Personal Statement can be extremely valuable in determining the severity of the case.

Once the formalities of a statement and VPS were completed with YG, we were able to have a frank and transparent discussion about how she was feeling and what sort of outcome she would like to see. I think being able to step out from behind a laptop and appeal to YG person-to-person had a profound impact on her. She was open and honest with us and became more vocal about her concerns, even those which she had been reticent to discuss with her mother. I credit this in no small part to being able to connect with YG on an even communicative level. We were able to overcome the adult/child or teacher/student type of relationship that is often common in these sorts of situations and I was able to tailor my support for YG accordingly. It was also important for me that YG understood that she could approach me if she needed anything else from the Police. I made sure to explain that I would stay in touch with updates of our progress but that she could contact me via email or phone if she needed anything.

It is an important part of our responsibilities as Police Officers to keep victims up to date with developments in their case and that they are always included with the decision-making process. Part of the statement taking process for victims involves elaborating on their preferred means and frequency of contact. As previously mentioned, being involved in criminal proceedings can be an extremely stressful experience, and in the case of YG we must also consider the added responsibility we have given her age and resulting vulnerability. To attempt to reduce some of that stress, it is key that we maintain regular contact with victims to ensure they are kept in the loop. It could have a hugely negative impact on a victim, if they were not informed that a suspect in their case had been arrested and released be it on bail or under investigation. Coming across an abuser who you thought was incarcerated, for example, could be incredibly traumatic. To assist in maintaining this contact with victims, we have victim codes in place which allow all those involved in investigating to see how often the victim should be contacted. I have found that in my experience, speaking to victims for as little as 5 minutes once a week has a profound impact. Victims are always so grateful to hear from me, even when I have very little information to offer them. Simply expressing to them that investigations are still ongoing, is often enough

to make them feel as though they are being listened to and that we as Police Officers care about them and their wellbeing. At all points in the investigative process, it is vital that we as Police Officers consider the wellbeing of the victim. A large part of that process is to consider the involvement of partner agencies, and these were explained to YG during our initial encounter. YG expressed an interest in being referred to agencies who could support her going forward.

Vulnerable victims such as YG are at particular risk of becoming repeat victims. Oftentimes, vulnerable people will be persistently targeted by criminals due to a perceived weakness or the potential to coerce, intimidate or overpower them. This is common with young people, who are seen as easy targets by criminals. One way of attempting to avoid this is by working with partner agencies to share intel and information in the hopes that we might, together, be able to protect vulnerable victims and witnesses. The first step in this process is to complete a Public Protection Notification or PPN. The PPN is a form which allows the victim to be graded based on their needs. The different grading carries with it different possibilities to address the protection of individuals. The information put into the PPN will be reviewed and if it is determined that the individual to which it relates requires anything, the relevant teams can be tasked to address this. One example would be to identify if a person has the potential to become a repeat victim and put in place visits from the Neighbourhood Policing Team or a Social Services referral to safeguard the victim going forward. This was the case with YG. Despite her having a stable and safe home life, my assessment of her wellbeing upon attendance at her address left me with some concerns for her long-term mental health. This was compounded by her unwillingness to attend school due to the ongoing campaign of bullying to which she was being exposed. There was massive potential for YG to find herself alienated from her peers due to these prolonged periods of absence and it was apparent to me that this could be damaging to her relationships, both present and future. Howard Goode and Elana Shinkle, writing in a blog for *Global Teletherapy* in 2020, describe the impact thusly:

“socially isolated children have been shown to have other problems...Studies on social isolation have revealed that a lack of social relationships can impair the development of the brain’s structure”.

Due to the potential consequences mentioned above and for peace of mind, I submitted a PPN for YG as a Child Concern risk and determined her to be a medium risk victim. Whilst we have a duty of care as Police Officers, we are not trained to the same extent as other agencies in dealing with mental health. For that

reason, it was important to me that YG be referred to partner agencies who were best placed to offer her ongoing support and keep on top of her welfare needs.

Reflecting on my interaction with YG and the handling of her case, I made a few observations. Firstly, I noticed that I found it more difficult to maintain a professional distance emotionally when speaking with YG. I think it is natural to want to comfort people when they are upset or distressed and, as is the case with many adults, this wish is exponentially higher when the person is a child. We subconsciously identify a vulnerability in them that we want to make efforts to overcome. For this reason, it was hard not to stay emotionally detached when YG became visibly upset when recalling the harassment she had suffered. Despite this difficulty however, I think I did well in remaining professional and used this connection to the advantage of the case. I feel as though it was this connection to the victim that allowed me to speak with her more openly and encourage her to open up in explaining what had happened. I feel as though she was able to perceive that myself and my colleague were invested in what she was saying and this gave her the comfort and confidence to unload what had been burdening her.

The second observation I made was that in future I should continue to think about the differences between dealing with adults and young people. Speaking with YG was so profoundly different from the other harassment victims that I had dealt with, that it initially put me off-guard. I think in hindsight I could have prepared better for the statement by perhaps re-organising it for a later date when I had had the opportunity to research into the social media platforms involved and brushed up on the finer details. That being said, it is difficult to know if arranging something for another time might have diminished our interest in the eyes of YG; to an outsider it might look like a lack of urgency rather than an opportunity for organisation.

Overall and despite these small setbacks, I am happy with how I handled the situation. Reviewing my response, I would obviously prepare better where possible, and I think the degree to which I let my emotions in and the appropriateness of that is something that I will need to work on over time. However, we were able to get a good result for YG and whilst she ultimately decided against carrying on with criminal proceedings, we were able to speak with those involved and get a conclusion that YG was happy with.

Word Count - 2560

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this task I will consider the importance of using discretion when making decisions and how referring to the National Decision Model can assist in assessing situations. I will discuss the multitude of factors that can impact on my considerations in a case and how bias might play a part in the decision-making process. For the purposes of this task, I will be referring to my contact with a suspect in an assault case, who I will refer to as LS. For the purposes of clarity, the victim will be referred to as RD.

It is very apparent from looking at news sources that the Police currently find themselves in a position under the public's microscope. More than ever, with the advent of 24-hour news and social media, it is easy for every indiscretion on the part of a Police Officer to become world-wide news. We find ourselves under increased scrutiny and every good Police Officer is being branded with the same mark as those who have done wrong. Unfortunately, what this means is that we must defend ourselves against increasing accusations of bias in our decision-making and must be able to explain ourselves with more clarity, unless we wish to be labelled as corrupt or bigoted. Whilst I had some idea of the extent of distrust of the Police before joining this job, it has been eye opening to witness, first-hand, the level of hatred and distrust targeted toward us. For

these reasons, it has become a necessary part of a Police Officers role to re-build the public's perception of us and to always make it clear that most of us are reasonable and fair. All these factors are present in my mind when I make a judgement call during an investigation. It is important that I think of the potential fallout for every resolution and plan accordingly. In the case with LS and RD, these factors were certainly apparent during my contact with them and in the decisions I ultimately made. I will begin by explaining the details of the case and in doing so will explain how I used my discretion to make judgements that were free of bias.

A colleague and I were asked to attend the address of RD who had been categorised as a low-risk victim of an assault. As a result of this classification and our team having been low on staff, RD was not visited immediately after the incident but was instead visited by us the following day. Because of this delay in visiting RD, I was already aware of the potential for him to be agitated and could see that he might believe we were uninterested in his account of what had happened. For this reason, it was important that I was able to re-assure RD that everything was being done to deal with his matter.

We visited RD at his address, and it was at this early point in proceedings that the National Decision Model came into effect. The National Decision Model or NDM was rolled-out to Officers in 2012 as a framework for working. It is a 5-pointed design with the Police Code of Ethics at its centre. What this means is that at every step of the model, the Code of Ethics must be considered in tandem with that individual phase to make a professional and appropriate decision. The 5 phases of the NDM are: gathering information, assessing threat, considering powers and policy, identifying options, and taking action. Once the final phase has been achieved, the model begins again. The visit to RD falls firmly into the gathering information phase of the NDM, as it was my opportunity to get a clear picture of what happened. RD is an older gentleman who has a positive opinion of Police. This made gathering information from him relatively easy as he was more than happy to speak with us. However, what became apparent during our discussion was that RD was having a hard time recalling details of the event with clarity. Minor details were prone to change, and this made it difficult to accurately assess the incident. At this point I was aware that a different approach would be needed to get the relevant details from RD. Typically, a statement is a free-flowing narrative from the victim but due to RD's tendency to go off topic, I assessed the situation and determined that asking open questions would be more effective. I made this decision whilst ensuring that I abided by the Code of Ethics, in particular the principles of respect, fairness, and objectivity. It was vital that I gathered all the information I needed whilst respecting that RD was a victim and needed to be given my full attention; that despite his difficulty in recalling the event

clearly, he was given a fair opportunity to make a statement like any other victim and that I was objective in not making assumptions about the quality of his evidence based on these difficulties. Using this different process to get a statement from RD proved much more effective and we were able to gather many more details about his assault. The suspect in the case was not known to RD, but using information that he provided, we were quickly able to identify LS as our suspect.

It was at this point that the second phase of the NDM becomes important. It is essential that before we put ourselves into any situation, we are aware of the threat and risk that it could pose to us. This was of particular importance in dealing with LS as looking him up on our systems prior to visiting him revealed that he was the owner of a firearms licence and kept a shotgun at his property. It would be wrong of me to think that every suspect with a firearm is a danger, but it nevertheless changes what considerations we must have before attending an address and it most certainly gave me an opinion on what I was expecting when we visited the property. I discussed this information with my Sergeant and agreed that it would be in my best interests to contact our Firearms team and ask that they attend the address with me.

We visited LS at his address and explained the allegation that had been made against him. I identified my concerns regarding LS's possession of a firearm and asked if he would be willing to hand over the weapon, so that it could be kept in property stores during the investigation. Having assessed our powers and policies it was not a requirement that LS hand over the weapon, but we were within our powers to ask that he do this voluntarily. LS agreed and Firearms were able to make safe the weapon and remove it from the property. I spoke at length with LS about what the process of investigating the alleged assault on RD would entail. As it was an assault it would have been possible to arrest LS and take him into custody where we could interview him on the record for the offence. However, as he had been agreeable to handing over the shotgun to Firearms officers and was respectful and reasonable with myself and my colleague during our time at his home, I used my discretion when I made the decision not to formally arrest LS at that time. Using the NDM, I instead considered my options and determined that asking LS to attend the station with a Solicitor for a Voluntary Attendance Interview was a more appropriate response.

Based on what was told to me during the interview with LS, I made the decision to gather further evidence. It was not clear from the interview or the statement from RD exactly what had happened, so it seemed necessary to speak with witnesses of the incident and gather information from them. As you can see, the NDM has now started over again.

I determined that the odds of LS and RD coming into contact again whilst I continued gathering relevant information was extremely unlikely. Both men had expressed that they had little recollection of what the other looked like and I was satisfied that their paths were not likely to cross. For that reason, I decided that the threat and risk factor involved in the incident had been negated for the time-being. I had no reason or power to put anything further in place to ensure they avoided contact as there was no necessity for a restraining order or conditions by which LS had to avoid certain areas.

Whilst I was working to collect witness statements, I considered at length the options that were open to me to resolve the incident. I had initially considered a restorative justice approach, wherein LS would formally apologise to RD for the assault. Restorative Justice is an out of court disposal method that has grown in popularity since the 1990s. Restorative Justice or RJ is an opportunity to conclude an incident by opening a line of dialogue between victims and offenders. It allows for a victim to feel that they have had a resolution whilst not criminalising offenders unnecessarily. Some members of the public have expressed uncertainty over the effectiveness of RJ in the past, however a study by the University of Sheffield found that RJ has been a resounding success. The study found that:

“Restorative justice led to a 14% reduction in the rate of reoffending” and that “85% of victims were satisfied with the process of meeting their offender face to face, and 78% would recommend it”.

RJ relies on the offender’s willingness to admit their mistakes and to make amends for the harm they have caused. Unfortunately, due to LS denying the assault in interview, this option was not available to me and I was therefore left with two options. The first was that LS be charged for the assault on RD, the other being to make determine that no further action be taken for the incident due to a lack of clear evidence. I spoke with my Sergeant and broke down the evidence I had collected. She understood how I could justify both routes to conclude the case, with the evidence I had being vague and inconsistent at points. Ultimately, she decided that it was up to my discretion to decide on whether to charge LS and she would support the decision I made. I looked again at everything I had in relation to the case and considered what each outcome would look like. If I chose to charge LS for the assault, the victim would be satisfied that justice was being done and his faith in the Police would not waiver. However, LS might have a very different view of the Police going forward, particularly as he had claimed self-defence in his interview. If I chose to throw the case out, RD might feel as

though he had been done a disservice by Police and whilst LS would be happy not to be charged, if his claim of self-defence was disingenuous, he could perceive the Police as pushovers which could prove problematic in future.

Ultimately, I made the decision to request a charge for LS for the assault. All things considered it was important to me that we do right by the victim and give him the opportunity to have the Magistrates Court consider all the evidence. The most important part of my role as a Police Officer is to protect the public and if I had let LS go free without any sort of charge, I felt it could be perceived as a failure on the part of public safety.

Using the Driscoll Model of Reflection, I can now look back at the decisions I made during this process and see what can be learnt from them. To review this situation, I think it will be most effective to break it down into two sections.

The first is my interaction with the victim, RD. RD was only the second victim I had ever taken a statement from and it was an enlightening experience for me. It was significant because it forced me to consider the differences between the people I would be expected to deal with on an everyday basis. RD was an older male, who struggled to recall and communicate his evidence effectively to me in the way we would often expect to take a statement. As a result of this, I had to rely on the NDM and the Code of Ethics to consider how I could treat him so that I could establish the facts that I needed whilst still showing him the respect that victims or indeed any member of the public deserves.

A study by Allison M. Wright and Robyn E. Holliday published in *Legal and Criminological Psychology* in 2010 looked at Police officer's perception of dealing with older witnesses and victims with the study finding that: "Over half of the officers surveyed perceived older witnesses to be less reliable and less thorough than younger witnesses. Many officers lacked confidence in dealing with the emotional distress and memory loss often displayed by older witnesses and victims".

It was important to me that I avoid the situation with this mindset, particularly as other officers had already expressed similar opinions to me. Instead, I found that by entering my meeting with RD with an open mind, it developed into a good learning experience for me. It helped me to develop a new way of working for those occasions when the standard method proves ineffective. It taught me too, that whilst we are in a person's presence to do a job, that does not mean that we must be unwavering in our manner. I found that the most effective way to gather information from RD was simply to have a conversation just as we would about any

range of other subjects. I learnt the importance of considering each victim as an individual and not using a “cookie-cutter” method when dealing with them. The importance of this is that it is not biased to treat people differently, but rather it is about doing so at the right times and for the right reasons. Most importantly, speaking with RD encouraged me to have confidence in using my discretion as it was me alone who had to develop an effective method to communicate and reach a satisfactory conclusion.

The second section is my initial interaction with the suspect, LS. Attending LS’s home knowing that he might be in possession of a weapon was an important moment for me. It was my first time dealing with a suspect a significant time after the crime had occurred and the added inclusion of a weapon was a factor in my decision-making process. What this interaction taught me, however, was that the person you see on a Police Record and the person you see face-to-face are not always what you expect. I went into that situation expecting LS to be aggressive or at the very least disagreeable to my presence. What I instead found was a man who was polite, understanding, and good-natured who willingly did what he could to make my job easier. I had allowed an unconscious bias to enter my thoughts and I am grateful that I had this opportunity to learn the importance of going into any situation with an open mind and hold this incident as being hugely impactful of how I choose to do my job now and going forward with my career.

Word Count - 2586

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
I need to give extra thought going forward into how I deal with conflict in situations which demand it. At present, I believe that I am achieving my aims of developing a good rapport with individuals exhibiting aggressive or argumentative behaviour, which I have found effective in calming a lot of situations. However, I need to make improvements to dealing with those individuals who I cannot calm as I am not where I would like to be in	The best method to achieve this improvement is largely to put myself front and centre on these occasions and force myself to overcome the uncertainty I feel when confronted with these situations. I think it would also be beneficial to re-visit the NDM and use of force procedures so that I am confident of what is a reasonable, proportionate and appropriate response to an escalating situation.	The best support network available to me to work on this is going to be my team. If I express my uncertainty with more experienced officers, they will be able to assist me actively during the situations themselves and also be able to offer advice and experience in how they have dealt with similar situations. By speaking to my Sergeants, I will be able to get moral support and encouragement, which I think is vitally important. They have	It is difficult to place a reasonable timeline on this development at this time, but I should think that it is an issue which will see steady improvement over a prolonged period. To that end, I think it is safe to say that I will aim to be at desired level before the end of my probationary period, but will see gradual improvement over the weeks and months to come.

terms of my authoritativeness on these occasions.		experienced a number of new officers and are well placed to determine what is an expected level of confidence and ability for my length of service.	
I need to put more time into developing my casefile abilities as they currently require additional work to get them to the standard expected of other officers.	I will achieve this by continuing to work on the casefiles required of me at present and, time permitting, by offering to assist other officers with casefiles that they are required to complete.	There are a number of routes for support in this matter. First and foremost, I have asked my Sergeant for any information available on the Forces Intranet relating to the completion of casefiles. Studying force relevant material could go a long way to helping me with this. I will also speak with more experienced officers and ask for their support if there is an area which I cannot complete alone.	This requires work at the earliest available opportunity and to that end I will endeavour to improve on my ability to build casefiles between now and my next review. It is my hope that by that time, I will find myself in a position where I am able to complete the majority of simple casefiles effectively and unaided.

I need to put more effort into my ability to work effectively as a member of my team. At present I find myself separating from my team when in the office and instead working alone in a quiet corner. Whilst this is productive, it does not help build relationships or benefit me when I could be learning from more seasoned officers.	I will achieve this by putting myself out of my comfort zone and by encouraging myself to more actively participate in being part of the team. Participating more in what the team are doing and becoming more involved and vocal.	This is largely reliant on my own willingness to participate. However, I will speak with my team about this in the hopes that being more open and transparent may encourage them to try and get me more involved.	I have already begun to work on this by moving to a desk more central to the response room and by trying to engage more in conversation, both work-based and otherwise. However, as I recently changed teams I feel that it may take me some time to once again feel more like a part of the group. This is something I will strive to work on in the immediate future.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: JOSEPH_PASHLEY. (Learner, Electronic signature or type name)

Date: 04/01/2022.