

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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**Learner's University Registration Number:
2023859**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
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:

In this assignment I will be talking about how my well-being changed within my initial 6 months of training and the techniques I used to help. I will be comparing how successful each technique was for myself and the challenges and weaknesses I faced. I will be referring to numerous examples of scientific research throughout this assignment to help explain the benefits of each strategy.

I feel I must first explain how I was feeling before training commenced to give an all-round view of my resilience, stress and wellbeing at the time and how it progressed and adapted over the 6 month training period. My initial training started within the first week of January 2021 and due to rising Coronavirus cases a very serious lockdown with high restrictions had been restarted around 4 weeks before this point. My job before this was a call taker within a call centre, meaning I had also spent 9 months prior to this working from home and feeling extremely isolated. I had managed to see my family briefly on Christmas Day after not seeing them for a year and I had last seen my partner in November; I knew I was unable to see either of them for the foreseeable future due to them living in England. As a result of this I was feeling both excited and apprehensive about starting this new role and meeting new people, while also juggling feeling isolated, scared and out of sorts due to the situation within my personal life.

As explained in the paragraph above, I was dealing with a large range of emotions before my initial 6 months of training began. The first week of training did help to put my mind at ease in terms of my apprehensions of the job. My trainer was extremely friendly and approachable and made it very clear from the beginning that he was always there for us to ask questions or to ask for help. I found this immensely important for allowing my stress levels to decrease as I believe it is very important that everyone has someone they can approach and discuss things with if they feel the need to. This sentiment has also been found through some studies: 'Studies have shown that simply talking about our problems and sharing our negative emotions with someone we trust can be profoundly healing – reducing stress, strengthening our immune system and reducing physical and emotional distress' (Pennebaker, Kiecolt-Glaser and Glaser, 1988)

I find this very important as I can identify that one of my weaknesses is over-thinking certain situations, mostly negative ones, to the point that they start to seem bigger than they are. Talking about these thoughts to someone I trust definitely helps to reduce my stress and put things into perspective. My trainers' guidance and belief in my ability became a common thing

that would help me overcome times of feeling overwhelmed. I would also put this into practice when I would get the time to videocall my partner. We would make sure I had the time to talk about both the good and bad aspects of training to allow me to discuss it, think about it and move passed it. This technique allowed me to not dwell on the negatives for too long and helped me, in time, to leave my thoughts of work, in work.

Within a couple of weeks into training I befell a new hurdle in regards to training due to my own health. A bad result of a wisdom tooth removal left me hospitalised within the week that my class was beginning to learn a very large chunk of laws and legislation that would be extremely important for our upcoming first exam. All of a sudden I found myself alone in a hospital (something I had never been before), within 'COVID-19 times', extremely far away from my family and partner and very conscious that I was still very new in the job missing out on important learning material. After over a week of being absent from training I returned to a large workload that I needed to catch up on while also having new things that I needed to learn added to that workload daily. This point in training was the most stressed and overwhelmed that I felt for the entire 6 months.

I chose this time to not only express how I felt to those closest to me, but I would also write down how I felt in a notebook. Within psychology it is explained as expressive writing and is seen to have many physical and mental health benefits. James W Pennebaker wrote a paper titled 'Writing about Emotional Experiences as a Therapeutic Process', in this paper he states 'When individuals write or talk about personally upsetting experiences, consistent and significant health improvements are found. The effects are found in both subjective and objective markers of health and well-being.' (Pennebaker, 1997) I have found this technique to work well any time I have felt overwhelmed, stressed or upset. It allows me to break my emotions down so I can understand them and therefore allow me to deal with each issue one at a time to resolve them. As this technique allows me to break everything down, it automatically reduces my stress levels as things become more manageable. At the time, writing how I felt down allowed me to write down ways I could stop myself feeling those negative emotions and how I could manoeuvre through, what felt at the time, an impossible workload. My trainer helped by spending some extra time to help me on subjects I was struggling to understand and made sure that I knew I could catch up on all the work I had missed. It took me a fair few weeks to catch up but, when I eventually did, I felt even more resilient than before as I could look back at what I was able to overcome and achieve.

Another aspect of my life that I suddenly needed to change to better my performance within my initial training period was my sleeping pattern. I have always been someone that goes to sleep late, referring to myself as a night owl, but I suddenly needed to start getting up at 6am on a daily basis. In training I learnt about Circadian Rhythms, they are defined as 'physical, mental, and behavioural changes that follow a 24-hour cycle'. (Circadian Rhythms, 2021) I knew from this that I needed to work hard in trying to regulate my own. With each passing week I set myself a target to go to bed earlier and earlier so I could get more sleep, this extra rest managed to increase my alertness in the morning and thus improved my brain function meaning I could learn, remember and understand things better. After a few weeks I really started to feel the positive mental benefits of getting between 6-8 hours of sleep every night at a reasonable time.

The last technique I developed and began to implement within my life to help my well-being both physically and mentally, wasn't until halfway through the training. After completing my officer safety training, a course which is extremely physically demanding and draining, I

realised that exercising and working out was going to be massively beneficial for me in all aspects of my life. Luckily by this time the COVID-19 restrictions were beginning to ease, so I was able to go and see my partner in England again. After discussing my aim to improve my fitness with him, we began to go on long walks in various different settings and I also began attending my local gym when restrictions lessened and allowed them to re-open. The difference I started to notice not just in my physical health, but also my mental well-being, was instantly noticeable. I was more energised, more positive and I felt generally healthier in all aspects of my life. Exercise releases endorphins, aka the feel good hormone, which is proven to reduce stress and help mental wellbeing. This has been shown in 'The Role of Exercise in Stress Management' by Erica Jackson, in this paper it states: 'Human and animal research indicates that being physically active improves the way the body handles stress because of the changes in the hormone responses, and that exercise affects neurotransmitters in the brain such as dopamine and serotonin that affect mood and behaviours'. (Jackson, 2013)

The more I exercised, the more the general stresses of training began to lessen. The main weakness I found with this technique was dealing with my lack of motivation that feeling stressed can sometimes bring with it. When I was feeling extremely stressed and not in the mood to go on a hike or workout at the gym, I would feel an added sense of guilt on top of my other emotions. Though I know that I should also try and combat that lack of motivation, it also allowed me to learn that decreasing stress and building resilience is not a one size fits all technique. Certain techniques will be more beneficial than others and generally a combination of different techniques will be required. I have found the best technique for me is communicating how I feel to those I trust, making sure I express and acknowledge all the emotions I am feeling to then slowly work on removing the negative ones. This is something I aim to keep and work on while I am in my tutorship learning phase of the course.

I believe that building resilience goes hand in hand with lowering stress levels, which in turn helps provide better physical and mental well-being. In turn, if my physical and mental well-being is good, the work I do will be better. Effectively, all three aspects come hand in hand and you cannot have one without the other, which is why these techniques are so important.

1641 words

Task 2

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

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

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

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

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

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

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

ANSWER:

Within this essay I will be outlining an incident that included conflict that I had a significant role in. I will be using Borton's 1970 Model of Reflection to help me analyse the incident and my actions and I will be explaining why an understanding of conflict and determining whether use of force is necessary is very important.

Conflict can be described in various ways but the Oxford dictionary describes it as 'a situation in which people, groups or countries disagree strongly or are involved in a serious argument' (*conflict_1 noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com, 2021*)

Conflict is something that, as a response police officer, you can encounter on a daily basis. Being the first on the scene to many different emergency calls, you never truly know what will happen once you arrive, this is why it is vitally important that officers always keep an open mind and calculate risk as and when it becomes apparent.

The incident I am going to be outlining started off with myself and my tutor receiving an emergency call over our personal radios of an assault that had just happened at a local pub. By chance we were in a police van on the same road as the pub and so we headed straight

there. I was already running a dynamic risk assessment in my head considering that it was dark and hard to see, the pub was on a very busy road, there would be numerous drunken people as this was outside of a pub within the night time economy on a weekend and there was a potentially drunk and dangerous male at the location as well. Upon arrival I instantly noticed a drunken aggressive male outside who started to walk off the moment he noticed our police vehicle. I chose first to speak to those also stood outside of the pub to ascertain what had happened, this is when a male with a bloodied nose pointed at the male walking off and stated that he had attacked him and others inside.

At this point I had realised that an arrest would be necessary to prevent further injury but I also knew that this male was potentially violent and aggressive due to the accusations that had just been made against him.

Due to the information we had received about this male I had the mnemonic PALMS in my head. PALMS is a conflict management & non-verbal communication method that helps to show someone that you are there to help and do not wish to fight with them.

The P stands for Position, generally this means that you stand in a position that shows the person you are talking to that they have a way to leave if they choose to, as this isn't always viable in a policing environment it is good to think of it as a way to position yourself and your colleagues in a way that secures the person you wish to speak to, but in a manner that allows them to have space. With this I planned for the male to be stood next to the building he was walking along with my tutor on one side and myself on the other.

The A stands for Attitude, this is to show a positive and confident attitude while also showing that you are trying to help the individual, this can be done through various communication methods such as body language, facial expressions, speaking in a manner that the person you're talking to understands, etc. Although I didn't yet know the best way to communicate with the male, I did know that he was intoxicated and therefore a slower approach with clear speech was going to be needed.

The L stands for Look and Listen Actively, this means making the correct eye contact, not staring at an individual to make them uncomfortable or looking away too often which could come across as being bored or not listening to what the person in front of you is saying. Active listening includes showing that you are taking on board what the person is saying, this can be done by nodding your head, saying 'okay' after bits of information or repeating things back or asking questions where appropriate.

The M stands for Make Space, this refers to the space you should have/provide when speaking to people. According to The Spruce (Mayne, 2020), the following parameters are the average comfort levels of personal space distance in the U.S:

- Approximately 0 to 20 inches for intimate couples
- Approximately 1-1/2 feet to 3 feet for good friends and family members
- Approximately 3 feet to 10 feet for casual acquaintances and co-workers
- More than 4 feet for strangers
- More than 12 feet for speaking to a large group

Generally when speaking to possible offenders we will choose a closer than average position to ensure they cannot get away or a larger than average position if we believe them to be excessively dangerous.

The S stands for Stance, different stances can convey different information depending upon your body language. A wide legged stance with both arms in front but in a resting position is a stance that doesn't seem confrontational but you are ready for if something were to happen that required force to protect yourself. A stance with one leg in front and one leg behind and

both hands up in front of your face is seen as a fighting stance, this should only be adopted in a situation where conflict is already present.

There is a section in Blackstone's Handbook for Policing Students 2021 that details the use of force by police officers. The first section of this states 'If violence seems likely to occur the officer should first ascertain whether his/her presence could be sufficient to calm the situation.' (*Bryant and Bryant, 2021*) This was the first step that my tutor and I tried, we approached the male that had been pointed out to ourselves by the victim and firmly stated 'it's the police'. My tutor stood on one side of him while I stood on the other and asked whether he was okay, at this point he proceeded to turn and try to walk off, not realising I was on the other side of him and walking straight into myself. At this point I had come to the conclusion that just the presence of two officers was not enough to calm down the male.

The next section within Blackstone's Handbook states 'If this has no impact, then he/she will use communication skills to ask if assistance is required, and use active listening skills to try and calm the situation down.' After the male had walked straight into me I explained that we just needed to ask him a few questions and that he needed to calm down. I tried to allow the male to talk to me to tell me what had happened and how he was feeling but he continued to ignore myself and my tutor and tried to push me out of the way. At this stage it had become apparent that the presence of officers and the process of communication and active listening would not work with this male as he simply did not want to engage or talk to officers, from the moment we had begun talking to him, he had only shown an intention to try and leave.

This takes me to the next section from the Blackstone's Handbook 'If there is an escalation and the officer perceives the use of force on a person to be required, then primary control skills will be used.' When the male started to try and push me out of his way I told him to stop and placed my open palm firmly on his chest to stop him from pushing me. The male responded by pushing my arm with force into the building that was next to us. It was at this point that my tutor deemed more force necessary, as he was worried for my safety due to the behaviour that the male had shown. He proceeded to safely, but with reasonable force, sweep the male's legs from underneath him, taking him down to the pavement where both he and I restrained the male on the ground to try and gain compliance, at this point I also used my personal radio to request for further units.

While we had the male restrained on the ground I quickly took the time to think about how we had got there and whether we could do anything further to de-escalate the situation. This can be likened to Betari's Box, I reviewed my attitudes and behaviours and wondered if that had effected the male, but I had found my attitudes and behaviours to be calm while the male had been confrontational from the moment of our arrival. I once again tried to communicate with the male and make eye contact to explain that it didn't have to be this way to try and get him to calm down but the male still proceeded to kick out and tried to bite my tutor on numerous occasions.

The incident eventually built to a completely new risk level when my tutor had to make a form of tactical retreat as the male on the ground kept trying to bite him and we didn't know who this male was or whether he had any infectious diseases. Once he had gained distance he proceeded to point his taser towards the male, stating clearly for him to stay on the ground multiple times. The male proceeded to ignore this and pushed me before attempting to

grapple with me, at this point my tutor fired his taser as he had a genuine belief that I was in danger. This allowed me to place handcuffs on the male where he finally became compliant.

Reviewing on this incident and the conflict management that was used, including dynamic risk assessments, Betari's box, PALMS, etc, it is still hard to see how it escalated to the point it did. My tutor and I tried various different ways to make sure that no conflict happened to begin with, approaching the male in a calm and collected manner and making him aware that we were police officers straight away. We attempted to communicate and use active listening, giving him space and allowing him time to tell us what had happened. We gave him numerous chances to comply with our demands or explain to us what he was thinking and feeling but the male refused absolutely everything that we tried.

The actions my tutor and I took were lawful and necessary due to the threat of further harm to individuals that this male presented, hence why detaining him was deemed to be needed. We did not break any of the male's absolute human rights in the process of trying to detain him and we did not treat him any differently than we would have any other persons in that scenario.

We used Code G of PACE (*Police and Criminal Evidence Act 1984 Code G, 1984*) to arrest the male without warrant. Section 2.1 under 'Elements of arrest under Section 24 of PACE' states:

'A lawful arrest requires two elements:

A person's involvement or suspected involvement or attempted involvement in the commission of a criminal offence;

AND

Reasonable grounds for believing that the person's arrest is necessary.'

In relation to this we had more than reasonable suspicion that this male had just committed a criminal offence of assault, we had confirmation from numerous people outside of the pub and visible injuries present on the victim. We had reasonable grounds for believing that the person's arrest was necessary as we needed to conduct a prompt and effective investigation and we needed to prevent further physical injury to the victim or others, including myself and my tutor.

This incident has taught me that sometimes, even after following all teachings and policies and using all forms of conflict management resources available, sometimes an individual will not react well and will continue not to comply. Though these policies and resources are there to help conflict from arising or to de-escalate it if it is already present, there can be many other aggravating factors, such as alcohol, mental health, drugs, etc. These aggravating factors mean the incident may not go as planned and that is why dynamic risk assessment is so important. This has been stated on 'Very Well Mind': "'If individuals tend to express their anger outwardly, alcohol will 'turn up the volume,' so that such a person will express anger more frequently and more intensely. A heightened response will most likely occur when the provocation against the drinker is a strong one, and will less likely occur when the individual is experiencing a low provocation and is sober." said Amos Zeichner, PhD, professor emeritus of psychology at the University of Georgia' (7, 2021) This shows how alcohol can cause an already naturally violent person to outwardly express their anger in a bigger fashion once intoxicated, this is why it is also vital to try and check the warning markers of a person if you know who they are when attending a call in case they are known for violence.

Following the procedures that have been outlined above allow us as police officers to respond to emergency calls with an effective and safe way to approach and deal with

conflict. It protects both the people that present themselves with violence but also officers that attend. It also protects the police from those that may deem an officers actions unnecessary. If the policies and procedures that are supposed to be followed are done so and relevant action is taken due to an unprovoked escalation, then the officer can clearly outline their reasons why. For example in this case, my tutor was able to explain the various methods that we used to manage the obvious conflict and show how the male continued to ignore every chance that we gave him, resulting in his taser being deployed.

2346 words

Task 3

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

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

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

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

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

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

ANSWER:

In this essay I will be assessing an incident that I played a significant role in for the victim. I will review and illustrate the language and ethnicity barriers that were present and show how I chose to consider and overcome these. I will also review what I learnt from this incident upon reflection.

For this incident I was not the first to come into contact with or deal with the victim or the witnesses. Upon the start of my early shift I was briefed on an occurrence by my sergeant which was described to me as a DV case involving non English speaking partners and that the victim would need to be spoken to with an interpreter to gain a statement to allow for an interview of the suspect.

DV stands for domestic violence. Domestic violence is defined by the Home Office as 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. (Bryant and Bryant, 2021)

Domestic violence as an extremely serious crime that effects a lot of people, this was outlined in Blackstones that states: 'The Crime Survey for England and Wales estimates that approximately 1.6 million women and 786,000 men (aged between 16 and 59 year of

age) experienced domestic abuse in the year ending in March 2019' (*Bryant and Bryant, 2021*) In terms of violence, partners are more likely to be assaulted, raped or even murdered by their partners than anyone else which is why it is vitally important that they are dealt with and processed extremely sensitively and seriously.

Domestic abuse cases rose even further in the UK during the various pandemic lockdowns. According to a paper written by Amanda Taub: 'Mounting data suggests that domestic abuse is acting like an opportunistic infection, flourishing in the conditions created by the pandemic.' (*Taub, 2020*) With couples and families having to work from and stay at home, domestic abuse became an increased problem with many reports being made and though we are slowly coming back to a form of normality, I fear the effects of the pandemic on domestic abuse will be around for a lot longer.

My first action was to check and read up on the incident in detail through its occurrence on NICHE, a system we use to record all our incidents, the subsequent actions taken and the people involved. Upon reading up on the occurrence I noticed that the suspect had been arrested and escorted to custody at 18:00 hours and it was now 7:30 hours. I automatically made a note of this to make sure I was aware of the custody clock as this meant I had to complete the victim statement with enough time to also allow for a suspect interview; all within 9 hours.

Secondly I made a note of the victims' main spoken language, which was Punjabi Indian, this would be needed when contacting WITS (Welsh Interpretation and Translation Service). Thirdly I made contact with the victim via her son, as she had requested, who could speak both languages fluently. I asked if she would have any specific requests in terms of the interpreter that she received and she stated that she would prefer a female due to the nature of what she was talking about. This was something I took very seriously as the requests and help that a victim asks for are completely paramount in making them feel heard and comfortable at a time where they may feel scared and overwhelmed. The UK Police Force is victim led, meaning we will comply and follow the wishes of the victim to ensure that they are as comfortable as possible during the entire time of their contact with police.

Upon contacting WITS the call taker explained to myself that they only had 4 female Punjabi Indian translators across both Wales and England and that there was no guarantee that any of them would be able to attend. I explained the importance for my victim to be able to get this statement written up for today to ensure her safety and the interview of her partner that had allegedly assaulted her, the call taker said he would then contact all possible interpreters and make contact back with myself once he had done this.

While waiting for WITS to get back to me I reviewed the Victim's Code to make sure that everything either had been or could be sorted to ensure the victim had all the information available once we had an interpreter. The Victim's Code is outlined in and established by the Domestic Violence, Crime and Victims Act 2004, there are 12 rights that all victims are entitled to. One of the rights in the Victim's Code is that the victim has a right to understand and to be understood, this would hopefully be addressed once WITS had assigned us an interpreter. Another right is for the victim to be referred to services that support victims and have services and support tailored to their needs. This was something I would need to sit down and complete with the victim and the interpreter. The form I would need to fill out is called a Public Protection Notice (PPN), when these are filled out and sent off they are sent to partner agencies that can further help victims.

In DV cases there is an added section to a PPN called DASH, this stands for Domestic Abuse, stalking and harassment. DASH is made up of 27 questions and it is used for risk identification, assessment and management. The 27 questions cover such things as details about the abuser, the abuse itself, whether the abuse has been directed towards others. The process of going through these questions with the victim allows us as a police force to see how bad the abuse is and what possible extra measures may be needed.

In certain cases, the PPN, once it is submitted and reviewed, can be discussed in a MARAC meeting. MARAC stands for Multi Agency Risk Assessment Conference. In a MARAC meeting representatives across different agencies discuss high risk victims and aggressors and aim to safeguard the victims along with any possible dependants or children. They also tend to outline future plans on how to monitor and stay aware of those involved to see whether anything gets worse over time. This also allows for victims of Domestic Violence to receive extra help that the police alone cannot provide. MARAC states: 'The main aim of the Multi Agency Risk Assessment Conference (MARAC) is to reduce the risk of serious harm or homicide for a victim and to increase safety, health and wellbeing of victims, both adults and any children.' (Council, 2021)

After a little while WITS got back in contact with myself to inform me that an interpreter was on the way and would be there in an hour or so. I contacted the victim again and confirmed they could attend. Upon the victims arrival, the interpreter wasn't there yet, I invited and allowed her son to stay with her until the interpreter arrived to make sure that she had a way to communicate with myself and help her to feel more comfortable. I explained the process of a witness statement to her and how it would take around 1 – 2 hours to complete.

When completing an interview there is a model that the police follow named the PEACE model:

P – Planning & Preparation

E – Engage and Explain

A – Account Clarification & Challenge

C – Closure

E – Evaluation

I had already completed the planning and preparation stage by being briefed by my sergeant and reading up on the occurrence before the victim's arrival. I knew the questions that I needed to ask and I knew the points to prove that needed to be covered.

I had already began engaging and explaining the process to the victim as she had never given a statement before and seemed a little apprehensive. I made her aware that we could stop at any time or just go for a break for some refreshments. I needed the victim to know that there was no pressure and that she could take her time throughout the process.

Once the interpreter had arrived and the son had left the next stage of account clarification and challenge could take place. I would ask open questions that allowed the victim to talk freely about what she had experienced and I would get her to elaborate on certain bits that I felt required more specific information. The challenge phase can be used for when someone possibly gives a contradicting statement and you may have to point this out to enable the correct story to be given.

Once I felt all the information that needed to be taken had been done, I moved onto the closure section of the model. This allowed the interpreter to read the statement that had been written up for the victim in a language that she would understand and also present a

written copy for her. She then would need to sign stating that everything in the statement is true to the best of her knowledge.

Once all this was completed I chose this time to explain to the victim what a Victim Personal Statement is. A VPS can be described as something that 'allows you to say, in your own words, how a crime has affected or continues to affect you. It is considered when a case goes to court and a person pleads guilty or is found guilty. It will tell the judge about any harm the crime has caused you, before a sentence is passed.' (*Making a Victim Personal Statement* | Department of Justice, 2021)

A VPS can be vital in more serious crimes to allow the victim time to express how it made them feel and the impact that it has had on their day to day life. As a witness statement is there only to display the facts of what happened, the offer of a VPS is important to show the victim that their voice can be heard and it is also a part of their 12 rights within the Victims Code.

I asked the victim whether she would like to make one at this time and she stated it was something that she would like to think about and possibly complete at a later date.

The final stage of the PEACE model was to evaluate how the interview and statement had gone. I felt like the victim had seemed calm and comfortable throughout, she seemed to connect well with the female interpreter and was able to open up to both her and myself in what had taken place. Within this environment the victim had managed to open up and disclose that this incident of abuse was not a random act and that she had been subjected to an array of abuse over her 21 years of marriage. She admitted that she had felt trapped due to her upbringing and religious teachings, stating that she had been raised with the idea to worship and respect your husband. Culturally this was a difficult and sensitive topic to discuss, the victim had clearly been raised in a different environment to what I had been used to. I therefore helped to explain to the victim that any form of physical violence or control from one partner to another is not something she should have to deal with and that we as a police force and other partner agencies were always there to help and protect her. The victim explained that she had felt relieved to have finally made a report to the police and left with the interpreter.

I feel this example shows the importance in making a victim or witness feel as comfortable as possible when talking about and reporting a crime and abiding by the Victims Code. By going through each of the 12 rights and making sure the victim was aware of all of them, especially allowing her to communicate freely with a female interpreter, she was able to open up and talk about things that she previously had not disclosed to officers.

With her being from a different cultural background and having explained her experiences, I hoped that my words of comfort would allow her to speak to other women in her ethnic community and spread the knowledge that I had given her to others that possibly felt trapped like she had.

The College of Policing sets out 4 main policing values:

- Transparency
- Impartiality
- Integrity
- Public Service

The 4 values all have links to the Code of Ethics and under pin how we as police officers should be when interacting with the public. I felt I had been transparent with the victim in terms of what will happen with the investigation next and how the case could progress from that point, I had stayed impartial by listening to her with an open mind and answering any questions she may have or providing her with extra help where necessary without casting judgement on either her or the aggressor. I had remained integral by answering all of her questions honestly and giving a true insight on the knowledge of how long it may take to go to court and the conditions that will be in place on her husband in that time. All of this had helped me complete a public service and contribute a small step towards making the best possible outcome for when this went to court and in making this woman's life safer.

2270 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will be outlining an incident in which I utilised different investigative lines to help progress in my understanding and knowledge and that also helped me identify the offender we were looking for. I will also outline how I used the National Decision Model (NDM) to help aid me through out and how that affected the actions that I took.

The NDM was set up by the Association of Chief Police Officers (ACPO) in 2012 to help Police staff identify, assess and manage operational risks. Sir Ronnie Flanagan identified one of the reasons why something like the NDM is so important stating: 'I think society has become risk averse and certainly in policing we have become risk averse. Some of these burdens have been imposed upon us and the police service has taken it further than was ever intended.' (*House of Commons Home Affairs Committee, 2008*)

Effectively the police force should aim to be risk aware as opposed to risk averse. The NDM can be used in all policing scenarios to help aid decision making.

The NDM is made up of 6 key elements, these can be remembered with the mnemonic CIAPOAR:

Code of Ethics
Information
Assessment

Powers & policy

Options

Action

Review

The Code of Ethics is at the heart of the NDM, it is what all decision making should keep in mind; this includes the 9 policing principles and the 10 standards of behaviour. All police officers should be able to show and uphold these in all actions that they take both on and off duty.

The incident I will be discussing in this essay started from a call on my personal radio needing an emergency response to an area as a large group of male youths had been seen and one had been carrying a large Rambo style knife.

The first stage of the NDM is to gather information and intelligence, this can be very important as information and intelligence can help to discover possible further risk elements that wouldn't have been apparent otherwise. The College of Policing states: 'Police information refers to all information obtained, recorded or processed for a policing purpose. It includes information which is processed (known as data, including personal data) and information which has been subject to a process of evaluation (known as intelligence).'

(Information management, 2013)

Information is likely to be obtained via the following ways, which can be remembered via the mnemonic SHACKS:

Sees

Hears

Actions

Conversation

Knowledge

Smells

According to the call summary that had been passed over the air, the reporting person had seen a large group of youths, one holding a large knife, she hadn't heard anything said and the males weren't doing anything apart from standing on the street corner. Further questions were asked to the reporting person for descriptions of the individuals involved, this included 5 young males between the ages of 16-19, one on a black mountain bike and the male who had the knife was wearing a black face mask, black north face puffer jacket, black jeans and black nike trainers. I personally knew, from prior knowledge of policing incidents, that the street that these youths were on is an epicentre for gang and drug related crime. My tutor knew of individuals that would frequent the area within these gangs and warned me of certain warning markers for violence and possible weapons on the others that may not have been sighted yet.

Intelligence is information that has been subject to a defined evaluation and risk assessment process in order to assist police decision making. The intelligence that we had for this call was that in recent weeks there had been two rival gangs that had come to this location many times in the last week. It was believed that the two gangs were looking to take ownership of that area in order to sell drugs and tension was building. We believed that the 5 males sighted were a part of one of those gangs.

Because of the information and intelligence that had been reviewed, myself and my tutor were able to see a possible reason why the males were there and what they were connected with, we were able to consider possible known individuals that could be there.

The second stage of the NDM is to assess threat and risk and develop a working strategy. The college of policing defines threat assessment as: 'the analysis of potential or actual harm to people, the probability of it occurring and the consequences or impact should it occur. It is based on fact, information and intelligence and will vary over time. A threat assessment is used to develop a prioritised working strategy and ultimately forms the basis on which the proportionality of the police response will be judged.' (*Armed deployment, 2013*)

This call had already been graded as a grade 1 emergency call, this means that it required officers to attend within 10 minutes of the call coming in. Grade 1 calls are generally graded that way because there is the potential for a high risk (A risk is the likelihood or chance of injury or harm happening) to either life or property so therefore I was aware of this before we were even attached to the call.

As I was on the way to the location I was constantly running a dynamic risk assessment in my head. We knew there was at least one weapon seen – maybe more, we knew there was at least 5 males, and we knew there was no current conflict happening but that there was potential for conflict to begin and therefore a threat to life. Therefore, out of the 3 main points that threat assessment outlines: There was potential for harm to people, it was likely to occur considering the drugs and gang intelligence that we had and the consequence if it did occur could be a loss to life. This could also be applied for when officers were to arrive, there was a potential for harm to officers, the probability was high due to these individuals being involved in serious levels of crime and the consequences could be injury or loss of life.

Due to the above a working strategy was established between my tutor and I. We knew other units were attending and would get there before us, we knew that this group would disperse very quickly at the sight of police and we knew the possible directions they could choose to get away. We decided to attend the location we believed they would go towards to stop them from going out of sight and conduct a stop and search if we were able to locate the group.

The third stage of the NDM is consider powers and policy. Police officers must understand what powers and policies that can use and the situation where they can use them. There are many different powers and policies that come into play with each individual call.

In this scenario upon other units arrival at the location, the group of males quickly left the area in different directions. Over the radio they gave the details of the male who was still suspected to be in possession of a knife and his direction of travel, which happened to be a couple of streets further down from where my tutor and I were waiting. We drove a few streets before coming across a young male who matched the description exactly to which we pulled up and stopped him to speak with him. The males behaviour was very agitated and fidgety, on numerous occasions we had to ask the male to refrain from putting his hands in his pockets. Due to his demeanour, his close proximity to the location and the fact he matched the description given, this was enough for me to have reasonable suspicion that he was the male that had been reported to be in possession of a knife. At this point I handcuffed the male and I explained to him that my tutor would be conducting a stop and search upon him but I would be providing him with the relevant information.

When conducting a stop and search there is certain information that you must give the person you will be searching before doing so, this is stated in Code A of PACE. The information that must be given can be remembered via the mnemonic GOWISELY, which stands for:

Grounds for search

Objective or purpose of the search

Warrant card (if in plain clothes)

Identity of officer

Station to which attached

Entitlement to copy of record

Legal power used

You are detained for purpose of search

There are 19 different stop and search powers, therefore choosing the correct power is essential when informing the suspect what you are looking for. I chose Section 1 of PACE which states: 'A police constable may detain any person or vehicle or anything which is in or on a vehicle, in any place to which the public has access if he or she has reasonable grounds for suspecting that a stolen or prohibited article, prohibited firework or bladed or sharply pointed article will be found. Any such article found during a search may be seized.' (*Police and Criminal Evidence Act 1984, 1984*)

I chose this as my tutor was conducting a search on a person, in a public place and he had reasonable grounds for suspecting that the male had a bladed article on him. I explained the grounds to the male and our reasons for suspicion and provided him with the rest of the required information. The reason my tutor was conducting the search on him and not myself was because same sex searches are required unless that option isn't available, then two officers of the opposite sex must be present for the search. As we were searching the male in a public place, we could also only allow him to remove his jacket, outer clothing and gloves. As my tutor searched him he came across a large amount of money and a few bags of unidentified substances that looked to be an array of different drugs and narcotics. We did not locate a weapon of any kind on the male.

The fourth stage of the NDM is to identify options and contingencies. At this point I understood that it was up to my discretion in choosing which option was most appropriate and I went through the different options available to help me make an informed decision:

1. To let the male go

This was not possible as we had just found unidentifiable substances, believed to be drugs, within the male's possession.

2. To give the male a caution/warning if applicable

In some cases where a person is found with a small amount of cannabis on them, this can be seized and a warning given if they have not already received a warning recently. This too was not possible as the male had a large quantity of different kinds of substances in his possession.

3. To arrest the male

This option was the only option available and also, in my eyes, the correct action to take. There was a necessity for his arrest due to the need to conduct an investigation into what the substances were and why he had them in his possession. It could also be argued that there was a necessity to protect the public from potentially dangerous substances being given to

them. Further to the above, the male was refusing to give his name or his address, which added further necessity for his arrest.

Due to all this I proceeded to inform the male that because of the amount of money and varied array of substances in his possession that he was under arrest for possession with intent to supply.

I mentioned further up how I used my discretion to make this decision. Harold E Pepinsky wrote a paper called 'Better Living Through Police Discretion' and stated: 'Commentaries have generally overlooked specific properties of police discretion: 1) it is required by accountability; 2) it involves unexplained variation in police decisions; 3) it does not contribute to class bias in policing; 4) it is increased by the imposition of laws, regulations, and rules; 5) and it is necessary to reduce injustice in policing.' (Pepinsky, 1984)

I believe discretion is a vital and important part of policing and in making decisions, as Pepinsky stated, it is necessary to reduce injustice in policing and it allows for an officer to make an informed decision based off the information they have in front of them rather than them following a procedure that may not apply in certain situations.

The fifth and final stage of the NDM is to take action and review. Within this scenario I repeatedly took action and repeatedly used and went round the NDM when needed. We took action in where we would look for the individual, we took action in searching the male and we took action in arresting the male.

Throughout this incident I was conducting numerous ongoing investigations into the potential intelligence we had about the area, the group and the male. Though the male refused to give his name and address on arrest, my tutor and I recognised a distinctive tattoo on his neck and, after speaking to the local neighbourhood policing team, we were able to work out who the male was. This process was recorded and updated and allowed for the correct storage of information, such as the input of the Stop & Search of the male onto the system. Once back at the station I was able to upload relevant material onto the casefile, such as my electronic pocket notebook entries, my body camera footage and photos of the substances which had been tested to confirm traces of Cocaine, Cannabis and Ketamine. Had the male chosen to say anything while under caution, this also would have been recorded, but the male chose to stay silent. This information would then be stored and kept for as long as is needed, due to this case going to court, most of the information will be kept and decided whether it is necessary to be used.

The Criminal Procedures and Investigations Act 1996 section 23 states: 'In conducting an investigation, the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect.' (*Criminal Procedure and Investigations Act 1996 (section 23(1))*, 2015)

Throughout the process of this incident, from the moment we were made aware to the moment that the arrest took place, my tutor and I pursued as many lines of inquiry as we could. Reviewing on local intelligence and conducting area searches for both the male and later for the outstanding weapon which was never sighted or located. This information was passed and therefore the male was not arrested or charged with the possession of a bladed article as we never saw him with one. This is important to negate the possibility of any form of defence arising in court and to show that you have acted in a non-bias way. As police we are supposed to be of an impartial role and we should be able to back this up with our actions and investigations. My tutor and I were able to outline the decisions we made and why we made them using the NDM and information available. We could show that no bias had been

taken upon stopping and searching the male but was purely down to the information that we had been handed.

Upon review of this incident I think it shows a successful use of the NDM and shows how it can aid in decision making, including discretion and help with investigations that are undertaken during an emergency call as more information becomes available. I think it shows the importance of police officers following the NDM for all calls and how it can be adapted for many different scenarios.

2640 words

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Confidence in suspect interviews	Observing and contributing towards colleague suspect interviews by attending more	My Sergeant	By the end of 2021
Get better at driving police vehicles	Attend and complete the police driving course to become blue light qualified	My Sergeant and Inspector	By the end of 2022
Gain a better understanding and confidence when it comes to case files	Extra training and observations of others with a greater understanding	The more experienced members on my team	In the next 6 months

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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Rebecca Hazzleton (Learner, Electronic signature or type name)

Date: 11/09/2021