

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/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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	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 answer, some of the various coping strategies to stress and building resilience within the first six months of initial training will be assessed. Stress can be viewed from a psychological and biological aspect as a response or reaction to an external event or one that jeopardises (Yehuda, 2011). Lazarus (1999) goes further and categorises stress into social, physiological and psychological with negative effects on the body such as sleep disturbances, headaches and psychological dysfunction.

It is first important to clearly 'set the scene' with regards to the current climate and pandemic. The initial six months of police learning have taken place between January to July 2021 during which time the SARS-COV-2 (Coronavirus) pandemic has had a significant impact on daily life (World Health Organization, 2021). As of 5th July 2021, 4.9m people have tested positive for Coronavirus in the United Kingdom (UK) with approximately 221,000 of those cases reported in Wales (Public Health England, 2021). Pierce, et al. (2020) analysed data from household studies of people over the age of 16 in the UK before the Coronavirus pandemic and concerning mental health. It was found that there was a deterioration of mental health when compared with data obtained before the Coronavirus pandemic and this is backed up by a similar study conducted in France by Ramiz, et al. (2021) and Patsali et al. (2020) using Greek students in University. It can be stated that the effects of being in the Coronavirus pandemic have a negative impact on a person's mental health thus making coping significantly more important when combined with the stressors imposed when starting a new career (Connor, et al., 2020) (Feldman & Brett, 1983).

Feldman & Brett (1983) identified that the process of undertaking a new career does cause the new employee some stress and anxiety. Due to the various restrictions being imposed in Wales, there has been a shift in the normal coping strategies. This has been caused by mandatory closures of specified businesses and facilities under the Health Protection (Coronavirus Restrictions) (No.5) (Wales) Regulations 2020 (Welsh Government, 2021).

The first technique to be assessed is the use of sport and exercise to relieve stress in the first six months of initial training. Vina, et al. (2012) states that by conducting regular physical activity there is an improvement in the well-being psychologically by reducing stress,

anxiety and depression (Dunn, et al., 2001) (Fox, 1999). O'Donovan, et al. (2010, p. 575) actively recommend that all healthy adults participate in at "least 150 minutes of moderate-intensity aerobic activity" per week. When you exercise there is a change in hormone responses that affects the neurotransmitters in the brain such as dopamine and serotonin (Jackson, 2013). Serotonin is the main neurotransmitter that stabilises mood and neural activity (Berger, et al., 2009).

These changes in the brain then actively affect mood and behaviour according to Jackson (2013) (Greenwood & Fleshner, 2011). The time of day that exercise is conducted can also have greater benefits to the body and brain due to the lower temperatures and impact from other activities and work throughout the day (Seo, et al., 2013). Racinais (2010) argues that this is most prevalent in hot conditions where morning exercise is more beneficial but in terms of muscle response afternoon in 'regular conditions' can be greater. Stroth, et al. (2009) found that persons who were aerobically fit performed better in activities such as memory, learning and attention which are arguably skills used by police officers during initial training as well as their ongoing career. Stroth, et al. (2009) refers heavily to a study conducted by Colcombe and Kramer (2003) which focuses on the benefits witnessed in older adults through exercise and a study by North, et al. (1990) found a large decrease in symptoms of clinical depression through physical activity. Tomporowski (2003) however, in their article, did fail to find an aerobic related benefit to memory with Colcombe, et al. (2003, p. 179) countering this by stating from their research into grey and white matter in the brain that there is "confirmation of the relationship between cardiovascular fitness and neural degeneration".

Another method being assessed as a viable coping mechanism is the use of music being listened to by the subject to relieve stress. Labbe, et al. (2007) found in their study that participants who listened to "Self-selected" music found a drop in the stated anxiety level and an increase in their relaxation rating. Various music genres were included in the study including heavy rock and classical music. To ensure a fair test a control group of participants were used and they had no music and silence.

Music has been viewed as having a healing effect that dates back to Ancient Greece where there was a belief that music "penetrates the mind, body and soul" (Yehuda, 2011, p. 86). Rowell (1983) explains that the Ancient Greeks used music therapeutically to express their myths and in doing so restored their body and or mind to a state of equilibrium.

An important part of joining the police is the building of resilience which is defined by Masten, et al. (1990, p. 425) as "the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances" or from the Latin "*resilire*" – to bounce back (Masten, 2014, p. 6). Le Cornu (2009) published an article relating to one-third of newly qualified teachers resigning their post within their first five years and it is believed a lack of resilience is one of the main causes.

Whilst teaching and policing are two different occupations some similarities can be drawn (Ewing & Smith, 2003). Goerling (2012) believes that a holistic approach is required to build resilience with a focus on the mind, body and spirit. This method can be beneficial when police officers have vast exposure to life-threatening experiences they can encounter face including “natural disasters, accidents, fires, and violent crimes” which are mostly spontaneous events with little time to prepare (Stogner, et al., 2020, p. 726) (Arnetz, et al., 2009). Stogner, et al (2020) believes that when police officers received prior training before ‘critical incident police work’ performed better. This is supported by Wheller and Morris (2010) who support the use of realistic scenario learning which will aid in the transition from classroom to the street. Stogner, et al. (2020) found that the outcomes to having received this training were that the officers had less heart rate reactivity, better performance and less negative mood with an increase of antithrombin, a natural protein that functions as a mild blood thinner (Bjork & Olson, 1997).

Anderson, et al. (2015, p. 625) finds that utilising mental preparedness to build resilience reduces “maladaptive extreme stress responses” and would reduce PTSD¹ during police officers service (Chopko & Schwartz, 2013). PTSD being an adverse psychological condition that can develop following one or more traumatic events and it should be noted there is a forecasted rise due to the COVID-19 pandemic and within police officers (Dutheil, et al., 2020) (Brewin, et al., 2020). Papazoglou and Anderson (2014) found that police officers early in their career can break down the stigma with seeking mental health support if this can be incorporated during training and promote the resilience to future stress and thus being able to support other colleagues in the current police culture (Loftus, 2010). Hesketh, et al. (2019) conducted a study of three hundred and fifty police officers and staff in the UK of which assessed using ASSET² for those who have and have not received resilience training. It was found that those who had received the resilience training noted improvements in “six essential dimensions measured, namely: Resources and Communications, Control, Work Relationships, Balanced Workload and Job Conditions” (Hesketh, et al., 2019, p. 64). Hesketh, et al. (2019) concluded their study by stating that the research shows how resilience training can dramatically improve policing, enhance productivity and “foster workplace well-being and engagement” (Robertson, et al., 2015, p. 27).

In conclusion, joining as a Police Constable in 2021 has additional stressors when compared with previous years due to an ongoing pandemic. It is therefore been beneficial to use sport and exercise as the main coping mechanism due to the increase in serotonin and other mood enhancing chemical releases in the brain. Whilst, listening to music was used it was not as effective as performing exercise but was a good alternative when outdoor activity couldn’t be undertaken. Lastly, the exposure to scenarios within training has been beneficial to start programming the brain into suitable responses thus henceforth building up resilience. Police officers throughout their duty will need to respond to spontaneous incidents and be faced

¹ Post-Traumatic Stress Disorder

² A Short Stress Assessment Tool (Hesketh, et al., 2019)

with threats of harm to themselves and others. Reviews into resilience training have shown to have a benefit to UK Police Officers where they can recall actions and formulate a suitable response. The secondary benefit of this being a reduction in the likelihood of receiving PTSD following a traumatic incident which will benefit the personal lives of police officers and their wider support network of friends and family allowing a sufficient work and life balance.

Word Count: 1510

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 answer, there will be a description of an incident involving conflict and the relevant theories which justified actions taken by police in the incident. Firstly, it is important to define what conflict is and according to Rubin, et al (1994, p. 4) conflict is the “divergence of interest” or that current aspirations between two parties cannot be achieved simultaneously (Tjosvold, 2006). Within policing, there are many moments there will be conflict based upon this definition with major changes and new ever-changing threats (Fielding, 2005).

This incident refers to a case of an ongoing disturbance at a care home of one of the residents. The reporting person was a worker at the care home who stated that they have only got one resident, but he is being aggressive and causing damage at the facility. The person in question is a 21-year-old male with mental and physical difficulties. By checking previous calls to the address and on the subject, it is clear this is not an isolated incident and is part of an ongoing problem.

A THRIVE assessment was conducted by the force control room and deemed there sufficient need to grade the call as an immediate response (West Midlands Police, 2021). On arrival, the reporting person met with officers and informed them that the reported subject had caused

damage to the property and was of a slight build but strong. He tends to be violent and they were unsure of their current location within the house.

A warning marker has been placed on the subject to inform officers that the subject had a medical condition which could affect the type and amount of force officers could use if required. The subject had scoliosis, which Aebi (2005, p. 925) defines as “spinal deformity in a skeletally mature patient with a Cobb angle of more than 10° in the coronal plain”.

The subject had received brain damage that has impacted their frontal lobe which impacts their mental capacity as an adult. Whilst all head injuries and brain damage should be considered on their own merit and is unique and individual it did remind me of the case of Phineas Gage (Goldstein, 1944). Gage had received significant frontal lobe damage and Harlow (1868, p. 340) stated “in regard to his mind was radically changed, so decidedly that his friends and acquaintances said he was no longer Gage”. From my limited knowledge of frontal lobe damage and the documented changes witnessed in Gage, I was to make an educated presumption that the subject in this incident would potentially make irrational decisions and be aggressive (MacMillan, 2002). Using the knowledge of decision making and the impact emotion can have over rational thinking, the impact of the subject has received an injury to their frontal lobe was going to impact on their ability for rational decision making (Clark & Manes, 2004).

On entering the staff access to the rear there was a coded locked door that separated the living area where the subject stayed at the staff offices. Going through the door there were stairs to the right in which a fire extinguisher had been thrown down before the arrival of officers. There was then a lounge area to the left, a wooden cabinet had been overturned with visibly broken front doors to it. Behind the lounge door was the subject in question, he was curled up in a ‘fetal’ position. The subject matched the description given by the staff and was who was expected to be in this part of the property. Officers used a calm tone to engage with the subject by calling their name. It was at this moment that the subject stood up and lunged forward grabbing hold of my fellow officer’s tactical vest. I have then deemed this as being a threat so have gripped hold of the subject. I used the National Decision Making (NDM) model and the Profile Subject Behaviour to identify that the subject was being active resistant. The factors being he was actively pushing or pulling an officer without intending to strike at them (College of Policing, 2019). By being actively resisting, the subject was applying some force against officers, thus we aimed to prevent any further offences and to protect ourselves from receiving any injuries (College of Policing, 2014).

I gripped hold of the subjects’ right arm in an attempt to place him into an armbar but their grip was still on my colleague and it was at this point that I considered that the male was in such proximity of my colleagues’ appointments, namely taser and PAVA spray thus it made my intention to protect my colleague and to detain the subject. I did not want the subject to grab hold of these appointments and give the opportunity to be used against myself.

The subject has then kicked out in two separate attempts at my colleague which did not connect. By doing this, he has escalated from being actively resisting with officers to actual

attempts at causing physical injury to them. This has then increased their level of threat towards officers and has now become aggressively resisting to officers (College of Policing, 2019).

Seeing as these two attempted kicks have not landed, the subject has then attempted to bite at the arm of my colleague in which he has then applied pressure on the rear of the head of the subject to ensure he is unable to get their mouth near the limbs of officers. This action has caused the subject to go from a sitting position on the sofa and officers have then been able to release their grip on the tactical vest and be able to place the subject onto their front on the floor. Placing the subjects' arms behind their back and then securing them together by utilising handcuffs. Once handcuffed, the subject then began crying and being apologetic to the officers. The subject was placed onto their side and then into a seated position as officers were aware of the effects of positional asphyxia (Chmieliauskas, et al., 2018). Positional asphyxia is caused when a person is immobilized in a position that impairs their respiratory system and can result in death in rare cases (Sauvageau & Boghossian, 2011).

Throughout I was aware of the principles from Betari's box where my actions influence my behaviour, this is then all affecting the subjects' attitude and their behaviour (College of Policing, 2019). This then comes back to affect my attitude and is an ongoing circle. In this incident, we came in at a low level and a calm attitude but this played a little effect on the subject and their actions then required officers to take reasonable force to control the situation without creating more conflict or causing an escalation in the behaviour of the subject.

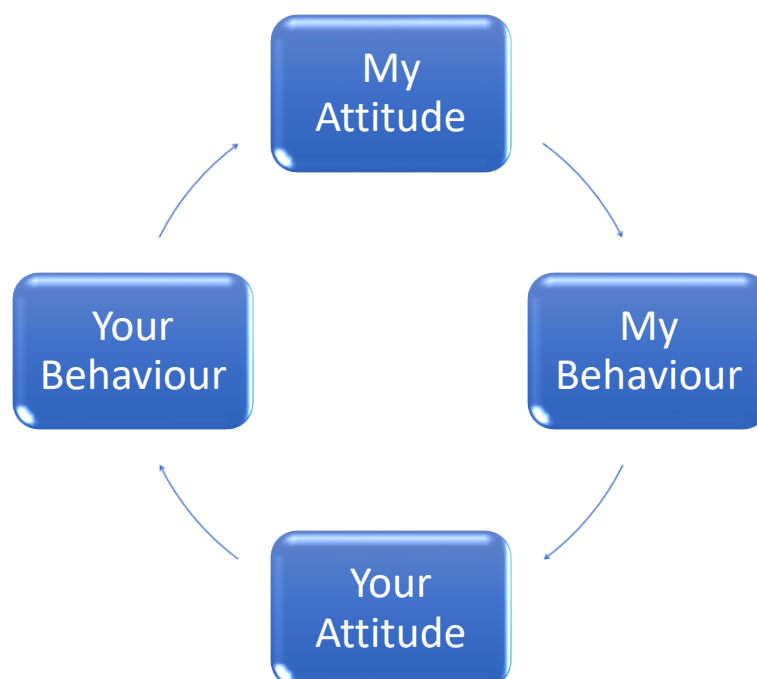


Figure 1 - Betari's Box

Now that the situation had some order and control officers were then able to start investigating the events of the incident and the welfare of the detained subject. It was at this point that I started talking to the detained subject to start building some rapport with him. It is important to attempt to build a rapport with people as it increased the trust and likelihood of cooperation (Abbe & Brandon, 2014). With this subject, in particular, their mental age was in the realms of childhood thus made the rapport-building stage different to someone with full mental capacity in adulthood (Roberts, et al., 2004). With the subject detained and in a seated position, he was considerably calmer and was able to then talk to the officers. I believe that because of their size and strength he has a learned behaviour that when he performs violently, he does not get challenged. By police using force and challenging their behaviour it showed that he was not the one in control and that police were not threatened. This I feel has played a considerable role in the de-escalation of their behaviour.

Police started to build a rapport and asking the subject what the purpose of their actions was that had caused the damage. He was able to explain that he did not want to be there as he had been placed there from their home in England. This feeling had made him angry, and he was unable to control it suitably. Police continued to talk to him in a calm tone and in a way he was able to understand, this was effective as their demeanour had appeared to be considerably calmer. The subject was asking could the handcuffs be taken off. I then told him that while we investigate what has gone on today, he will remain in handcuffs for the time being however if he continues to be calm for the next minutes then he can be sat on the sofa and then we would take it in stages. The subject was happy with this and willing to work with the officers. I then looked around the residential side of the property to identify other forms of criminal damage. In the main bathroom, a radiator had been pulled from the wall causing damage and water leakage.

On my return, the subject was then allowed to sit on the sofa as discussed earlier, this was showing to the subject that I was listening to their request and as he had complied with my request then he would be allowed to move onto the sofa. This helped build in our rapport and they were then able to open a bit more and communicate with me. The subject's requests were reasonable, he asked if he could have a drink from the care home staff.

Karpman (1968) published a theory and diagram which he coined as being a 'drama triangle' which is used to demonstrate three roles that are used to manipulate others for self-gain. Karpman (1968) found that two of these roles were 'up' roles and one was 'down' which describes the level of control in a situation. The down position is a Victim, a person who feels powerless and unable to help themselves. Then there is the role of a persecutor, this is then someone who is dominating and predominately blames and puts others down. The third role is that of the rescuer, this person is someone who can see the issues and has a desire to fix them and willing to offer help.

These roles are interchangeable in that the victim can become the persecutor and vice versa (Shmelev, 2015). This means that a person is not fixed to a certain role as it is dynamic and

varies upon the everchanging situation. With regards to this incident, the role the reporting person has varies between all three of the roles. They are a rescuer in that they are there to care for and protect the subject. They are also the victim in that they have been subjected to abuse from the subject and feel powerless in their actions hence the calling of the police. They then also take on the third role based on the calling of police and placing blame on the subject and their actions. The subject in this situation shows traits from the victim and persecutor in that he also feels powerless and helpless but also able to blame others in the situation. Police in this situation predominantly takes the role of the rescuer. Police are there to try and solve the problem and have several responsibilities to try to achieve in this legally, morally, ethically etcetera.

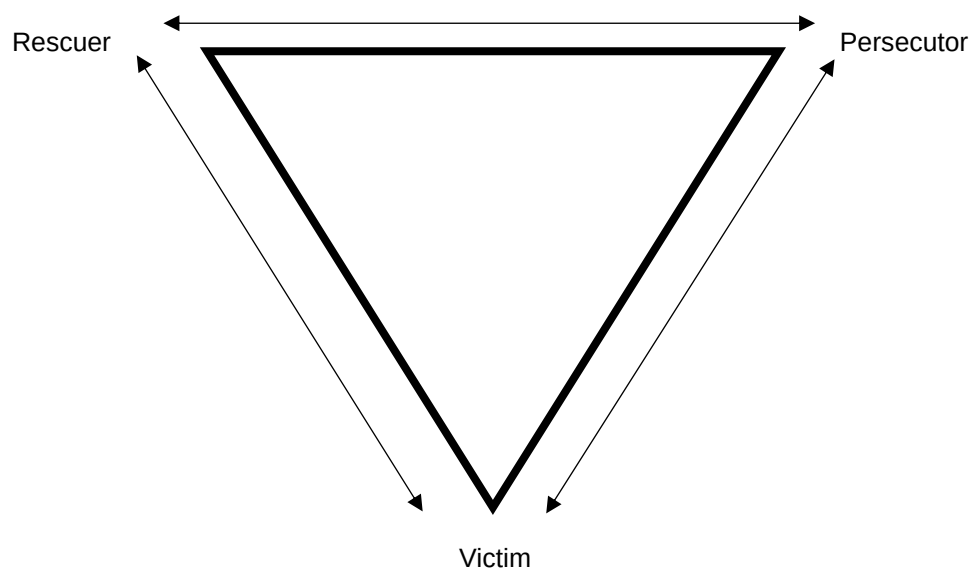


Figure 2 – The Drama Triangle (Adapted from) Karpman (1968)

Whilst having this 'drama triangle' from Karpman (1968) is effective at identifying the roles, it shows that there will be constant conflict until there is a change in role. Karpman (1968) showed that the victim needs to become a survivor/ thriver where they can state what they want and act rather than refusing to make decisions and validate their feelings. The persecutor needs to become a challenger where they can state boundaries, apply active listening and provide choices. The final role change is from rescuer to coach where they can give a clear message, apply active listening, provide choices and allows the others with the options for progression. The police's role is to apply this coach or challenger role and be able to listen to all parties, establish the needs, wants and concerns and provide suitable advice or act in line with policies and legislation.

Upon reflection, this incident demonstrated how a situation can escalate and the reactions of the officers and their use of the NDM (College of Policing, 2014). By combining the NDM and Betari's box principles, officers entered the property showing no signs of aggression and

attempted to interact with the subject (College of Policing, 2019). The body-worn video device was utilised by officers to document actions taken to aid in the justification and to record the subject or any offences. By using the NDM, the Codes of Ethics sit in the middle of all the actions taken by police. The information is gathered, where then it is assessed for its threat and the officers can then consider what powers and policies are available to them. They can then identify the options and act to then review and begin the model again.

When the subject has then become aggressive and myself and my colleague had the right to defend ourselves and prevent any offences. By restraining the subject and being aware of all their warning markers, a dynamic high-intensity situation was swiftly brought under control. Throughout the subject's detention by the police, their welfare was checked to ensure the Police and Criminal Evidence Act 1984 and Human Rights were complied with. This can be witnessed in the subject receiving a drink and officers allowing them to use the toilet safely whilst detained.

Options that I considered were to utilise S.24 of PACE 1984 and arrest for criminal damage, to section the suspect under S.136 of the Mental Health Act 1983 and to utilise mental health services. My decision had to be inclusive of the NDM and have a near rationale and explanation which justified my actions. It was clear that the subject was in some form of mental health crisis where the staff at the facility were unable to cope and manage the male. Mental health services were unavailable after consulting them via the telephone. Section 136 of the Mental Health Act 1983 was not able to be used as the subject was inside of a dwelling. An arrest under S.24 PACE 1984 was a viable action as it was felt that the subject had enough awareness and capacity to make decisions and be accountable for their actions. Police custody upon consultation deemed the subject to not have enough capacity as an assessment deemed the subject to have a mental age significantly below their actual age. An in-depth referral was made which featured a justification and considerations of all options available to myself and my colleague with regards to the subject. Stating what the needs and concerns of the subject were, for the care home staff and from a policing/ legal point of view.

Word Count: 2507

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 answer, there will be a description of an incident of domestic abuse which amounts to that of stalking and harassment and the theories used to engage to provide an ethical delivery to the victim. Domestic violence can take on many different forms and the interaction from police to the victim must be taken appropriately to secure a conviction and the support of the victim. It is noted that a victim of domestic abuse will suffer for over two years before seeking help before they seek out help (SafeLives, 2015). Such abuse can have long-lasting effects and can impact the lives of the victim. Thankfully, many agencies actively help and aid victims of domestic abuse to leave their partners and promote a better life for themselves.

When looking into the actions of one to stalk or harass, it is first important to understand the biology and background of such behaviours. Ferreira & Matos (2013, p. 397) noted in a study that in post-relationship stalking, the aggressor would most likely use tactics of 'courtship & approach' before using 'harassment & invasion'. This behaviour of stalking is most likely to occur following an intimate relationship and the presence of delusional beliefs from the aggressor (McEwan, et al., 2017).

When it came to the biological makeup of humans, Darwin (1871) coined a theory of sexual selection and defined males as being the 'aggressive sex' when compared to females. This

was supported by Clark & Hatfield (1989) and Buss & Abbott (1990). In Darwin's (1859, p. 88) book the author writes that "sexual selection ... depends ... on a struggle between the males for possession of the females". Andersson (2021) states that this was formed from opinion from a male bias but understood the mechanics that Darwin was aiming for. A review conducted by Shuker & Kvarnemo (2021, p. 3) of the work of Darwin (1871) allowed the authors to develop a modern alternative definition as being "Sexual selection is any selection that arises from fitness differences associated with nonrandom success in the competition for access to gametes for fertilization". This new definition now does not require two sexes but still maintains the sex and sex-role as being neutral which is a more modern and appropriate theory in today's culture.

Rothman, et al. (2021) suggests that stalking and harassment is an understudied form of controlling behaviour and believes this to be due to its behaviours being nonphysically injurious than that of other abusive means. Studies conducted suggested that victims who reported their partner 'spying' on them were twice as likely to be attempted or actual victims of femicide (McFarlane, et al., 2002). Brady & Hayes (2018) also found that stalking was associated with life-threatening abuse between two intimate partners.

It has been noted that the number of reported calls made to police during COVID-19 has increased worldwide and in particular the number of reported domestic-related calls (Leslie & Wilson, 2020). Piquero, et al. (2020) identified that that mandates issued by Governments to 'stay at home' have led to an "extensive margin increase with new households placing calls" to the police service over domestic-related issues and offences (Leslie & Wilson, 2020, p. 2)

With regards to this police incident, there had been a call made to police that an ex-partner had been giving unwanted contact to the victim. The ex-partner had been given conditions by police and the courts to protect the victim through a protection order. A protection order is one imposed to stop such unwarranted and unwanted contact (Blackburn, et al., 2020). These conditions placed upon the ex-partner were meant to prevent any contact in person or through an electronic means as well as protection against any appearance at the victims home or work address. An example of such conditions implied upon the suspect before the incident.

- Not to attend the place of work of the victim.
- Not to enter the street of the place of work of the victim.
- Not to attend the home address of the victim.
- Not to make direct or indirect contact with the victim

The victim called the police stating that the suspect had turned up at the home address of the victim and was shouting at the front door. The suspect was requesting to speak to the victim and to return some of his property, namely socks, that had been left following their breakup. Despite ringing police and them attending on an emergency response, the suspect had left

before police arrival. The victim did not want to pursue any complaint currently and signed a negative statement to that effect. The following day, the suspect had turned up at the work of the victim. The suspect entered the place of work and asked staff at the premises as to the current location of their ex-partner. Staff at the premises knew of the suspect and their conditions to not make any contact so were unwilling to disclose their location and stated they were unavailable. The suspect then left the premises after stating that he would return.

The victim was made aware by a colleague that the suspect had entered the place of work and was attempting to make contact. The suspect left the place of work and CCTV proves that the suspect entered the place of work and driving their vehicle along the street. The suspect then waited several hours for the victim to finish work. The victim suspecting that the suspect would return and possibly be waiting till they finished work had arranged a lift home with a colleague. The victim on leaving the place of work identifies the van driven by the suspect parked down the street. Once entering the vehicle of the colleague, the suspect approached the parked vehicle and attempted to open the vehicle. The victims work colleague started to drive off. The suspect returned to their vehicle and started following them in their car. Local authority CCTV shows that the suspect was following the vehicle. It was at this point that the victim contacted police on 999 to inform them that the suspect was following them and had attempted to open the car doors to get to her. A further colleague noticed that the suspect was following the victim and followed the duo of cars.

The victim informed the police that they were going to continue driving and go to the police station as they viewed it as a place of safety. When they reached the police station, the victims' vehicle came to a stop in a parking bay and the suspect used their vehicle to block them in, exiting their car and attempted for a second time to open the car door. Police came out of the police station as they had been informed by the control room of the situation. The suspect got back into their vehicle and performed a 180-degree turn in the car park. When police approached the suspect drove at high speed over cobbled pavement, colliding with the second colleague of the victim's car before driving out of the car park overtaking vehicles and driving at excessive speed through traffic lights with oncoming traffic. This level of driving was far below that of a competent driver and had clear disregard for the driver or other persons safety.

The victim was able to give a full statement of the events of the past few days and the unwarranted and unwanted contact that the suspect had been giving. From the evidence provided by the victim and their work colleagues, it can identify that the suspect in this incident was now wanted for breaching conditions imposed upon them. Additional offences were now included in the apprehension of the suspect including harassment, stalking and dangerous driving.

Harassment is not specifically defined under law but includes "repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person" which is covered by the Protection from

Harassment Act 1997 (Crown Prosecution Service, 2018). This course of conduct undertaken by the suspect amounted to that of harassment and stalking to the victim. The further arrest of dangerous driving was added to the manner of driving displayed when the suspect left the police station and driving on the public highways. Dangerous driving is defined under the law as a 'person who drives a mechanically propelled vehicle dangerously on a road or other public place is guilty of an offence' under the Road Traffic Act 1988. The manner of driving displayed was far below that of a competent driver and their actions placed others in danger.

During the statement taking with the victim, an assessment was conducted to identify the needs of the victim. This tool allows police to identify what measures are required to be put in place to aid the victim through the process. This includes an assessment of how often the victim wants to be updated on the case. The assessment conducted identified that the victim was subject to special measures due to their vulnerability of being targeted persistently by the suspect. Under section 17 of the Youth Justice and Criminal Evidence Act 1999, the victim in this incident was eligible for special measures when it came to providing evidence in court. This section within the act defines the eligibility for assistance on the grounds of fear or distress about testifying in court. A risk assessment was conducted at the first interaction with the victim and police to identify if the special measures should be applied on behalf of the victim. The reason why special measures can be applied is to ensure that the quality of the evidence given at court is not diminished by any fear or distress from the witness (Crown Prosecution Service, 2021). Some of the measures that can be arranged are to provide a screen to shield the witness from the defendant or to provide evidence in private or via a video link but this needs to be agreed upon before the court case.

Police utilise a Public Protection Notice (PPN) when they wish to report to a Multi-Agency Risk Assessment Conference (MARAC). The PPN is a standardised set of questions used to gather information from victims to aid partner agencies at MARAC to form plans and aid victims. With regards to this incident, the Domestic Abuse, Stalking and Harassment (DASH) proforma questions were selected and completed. The DASH questions detail in-depth questions which allow frontline officers to generate a risk grading, this is then reviewed by a secondary risk assessor and then forward to MARAC (Robinson, et al., 2016). The grading prioritises the response given to victims and the support that they can receive from the partner agencies from the MARAC meeting.

The suspect was interviewed under Police & Criminal Evidence Act 1984 (Code C) and was unable to provide sufficient, mitigating or excuse for their actions. When it comes to charging the suspect for the offence. The Crown Prosecution Service (CPS) have to apply either the Full Code Test or the Threshold Test using the evidence to establish the likelihood of a conviction at court (The Crown Prosecution Service, 2018).

Utilising the Bail Act 1976, an application to remand the suspect in custody was applied for. To remand a person in custody there needs to be "substantial grounds" to suspect that the

defendant was released onto bail, would commit one or more of the following (Player, et al., 2010):

- (i) Fail to surrender to custody; or
- (ii) Commit an offence while on bail; or
- (iii) Interfere with witnesses or otherwise obstruct the course of justice, whether in relation to the defendant or any other person.

The remand application was accepted and the suspect was remanded to prison while they await their appearance at court for the trial. The remand application was made to protect the victim, the suspect has shown that they have not followed the bail conditions imposed upon them. The suspect continually committed an offence and harassed the victim and it was in the best interest of the victim that the suspect was remanded.

The victim was updated once the initial investigation was completed, and the suspect was remanded. The full file for the case was submitted to the Crown Prosecution Service (CPS) and it was noted that the victim opted to submit to the court as Victim Personal Statement (VPS). A VPS is separate from a witness statement but is used in conjunction with to add the impact that the offence has had upon the victim. The VPS is read in court to the judge and jury to illustrate their message and some victims wish to influence the severity of the sentence imposed (Roberts & Manikis, 2017). The VPS is usually read before the sentencing of the suspect in court and assists the judge in deciding the length and severity of the sentence. The VPS was first introduced in 1996 under the Victims' Charter and explains in the victims 'own words how a crime has affected [them]...physically, emotionally, financially or in any other way' (Ministry of Justice, 2015a, p. 21). The VPS will be given to the prosecution before the commencement of the trial and should the defendant be found guilty then it will be read aloud either by the victim or read aloud by somebody else and the victim has that choice. With regards to policing values, the styles that the police officers utilise reflect heavily upon the police service as a whole (Wasserman & Moore, 1989). Therefore, aspects such as the Victims' Charter which puts the victim at the forefront of the investigation allows the investigators to pursue in the best interest of that victim.

Upon reflection of this and my involvement, I can understand the importance of meeting the needs of the victim in this case (Copley, 2011). Police rely upon victims to report the crime in the first instance and thus because the police are the main agency dealing with there is a reliance of the police to treat the victim with care and to pursue all leads (Mawby, 2007). In building a rapport with the victim and earning their trust, they can provide greater detail and information which helps the prosecution build a case. It also allowed police to place safeguards in place to protect the victim that was tailored to their needs. This process has allowed me to reflect and help guide the victim through the criminal justice process following a series of incidents that have impacted their life.

Word Count: 2414

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:

The National Decision Making (NDM) model is a model used by police officers to assess a situation and to consider actions to take to achieve a successful outcome (College of Policing, 2014). At the centre of the model sits the Code of Ethics and JPLANE³. The NDM is taught to police officers as a method of processing available information and formulating appropriate actions (College of Policing, 2014).

With regards to a policing incident, I am going to refer to a call of an assault that amounted to Common Assault. The incident referred to a child aged approximately seven years old who had been swinging a metal pole dangerously near to other children that lived in the proximity. It is to be noted that there have been numerous occasions and issues surrounding the behaviour of this child. The victim in this incident is the parent of the child swinging the metal pole. The victim had rung police after another parent had approached them and a heated discussion occurred about the behaviour of the child. The perpetrator in this is a single parent who'd child had almost been struck by the metal pole. The perpetrator had approached the victim and questioned the parenting of the child. The child has notably been using foul and abusive language to other children and parents within the estate and causing multiple issues and other parents have expressed concerns over the discipline of the child.

³ Justified, Proportionate, Legal, Accountable, Necessary and Ethical

The victim has been known to be abusive to several residents of the area and tension within the area means that police are called regularly.

The perpetrator during the heated discussion had gripped hold of the victim causing some of the top of the victim to be ripped. On the initial text of the call there was some reddening to the victim however on police attendance this had dissipated and was no longer visible. This amounts to Common Assault under S39 Criminal Justice Act 1988. Common Assault is any act by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence regardless of any contact, if any, has been made onto the victim. When the injury or attempted level of injury increases then so does the offence.

On police arrival, both parties had separated and returned to their home addresses, and both were spoken to individually to ascertain the events. The victim described it as being attacked by the perpetrator. Upon speaking to the perpetrator, the actions of the child had then been disclosed and they were remorseful of their actions and stated that they should have withdrawn and contacted the appropriate authorities. Police checks were carried out and it was established that the perpetrator had no prior history, convictions or warnings. This meant that the offence can be dealt with by other means than arrest, interview and investigation. The perpetrator was full admitting their actions and was apologetic. When considering all of the information available to me, I was able to offer the victim for this offence to be dealt with using restorative justice. The terms and applications of the restorative justice process were explained and accepted by the victim. The perpetrator was also informed of the process and accepted for the offence to be dealt with using the restorative justice process.

When using the NDM for the entire situation overall, the first stage is to gather information and intelligence. Before the arrival of police to the incident, there were several police checks made on the location, victim and suspected perpetrator. These checks included any potential warning markers which aid police in their approach to an incident and any previous related incidents. All of the information and intelligence was then assess for the potential threat and risk being posed. The incident stated that the two parties had separated before the call being made to the police which has lowered the immediate threat and risk. The two parties do reside in the same housing estate but both could be found in their home addresses. There were no warning markers that could cause alarm to officers and the offence amounted to a common assault which in the scheme of assaults is low level. When considering the powers and policies available to officers attending the incident, there are powers of arrest should it become necessary. Use of force powers under PACE 1984 and common law can be utilised should there become necessary to detain or to protect ourselves. Utilising the most appropriate method of disposal for the offence with regards to the victim and the perpetrator. Such disposals can include the use of restorative justice, reporting the perpetrator for summons for court or to arrest to potentially charge or issue a police caution. I took all of these into consideration and applied the idea of utilising restorative justice to the victim and was able to review my decision.

The restorative justice process can be used to empower the victims and offenders and determine an outcome that meets all the needs of the persons involved (Marder, 2020). The whole process is conceptually flexible and can be “all things to all people” which means that police as facilitators have to ensure it is conducted fairly and both parties received the desired outcome in line with the victims' needs (McCold, 2000, p. 357).

The police can allocate benefits and sanctions on behalf of the state and exert such powers using a considerable amount of discretion stated Lipsky (2010) (Davies, 1975). There is a considerable difference that the police have when compared with other front-line practitioners in that they have three additional factors which apply namely the ‘breadth of tasks... urgency they are required...and the lawful, coercive force that they are entitled to use’ (Lipsky, 2010). The use of Out of Court Disposals (OOCDS) achieved timely justice when compared with other traditional forms which can require a lengthy investigation process (Shaw, et al., 2021). Due to the substantial amount of discretion police officers have when using OOCDS there is a potential for unfairness and when police officers are trained to use these, they should also be made aware of their unconscious bias (Shaw, et al., 2021). When it comes to police’s use of discretion, the police must still apply the laws and policies of the police service they work for (Lastari & Kusriyah, 2021). The actions they take should be documented and they are to be held accountable for. With regards to this incident, the actions taken by the police were documented on an incident log which cannot be edited by police and the incident cannot be ‘closed’ until received a review from a supervisor. The supervisor will ensure that all the relevant checks have been completed as well as the disposal method was appropriate to the situation. Should this not meet the correct criteria then it can be tasked to the officer to escalate the method of disposal used by the police.

Unconscious bias has been understudied and misunderstood as a set of behaviours that every person in every industry has (Emberton, 2021). To understand why humans have an unconscious bias, it is first important to understand how the brain processes information and recalls it to protect the body from harm or threat. Tate & Page (2018, p. 141) states that “unconscious bias happens by our brains making incredibly quick judgements and assessments without us realising...[and]... influenced by background, cultural environment and experiences and we may not be aware of these views and opinions, or of their full impact and implications”. Following the completion of the first draft of the human genome in 2000 it was found that, regardless of race, all human beings are 99.9 percent the same (Kahn, 2017).

The mind of humans actively looks to find rules and patterns to solve problems and to eliminate threats. When we use the information processing model, it details how the brain goes about storing this information. Firstly, there is an input from the senses such as sight, hearing and touch. The brain then analyses this information, processes it and searches for any stored memories to assist the current situation and provides an action. The outcome of this action then will get stored as either being successful or unsuccessful and when

rehearsed will get stored into the long-term memory to be recollected later. During this process, the brain utilises three systems: perception, cognition and emotion (Renoult & Mendelson, 2019) (Chatterjee & Vartanian, 2016). Through rehearsal, at the working/ action stage, the brain can then store the outcome and its consequences into the long-term memory for retrieval. This occurs in all aspects of our lives and our brains recall information to keep our bodies safe and to complete tasks. Our brains do this so efficiently that we do not know that it is happening. This cognitive recall ability is the reason that everybody, not just the police, has an unconscious bias when we meet or see somebody for the first time. It is when somebody acts upon that bias to actively discriminates against someone because of that it becomes an issue.

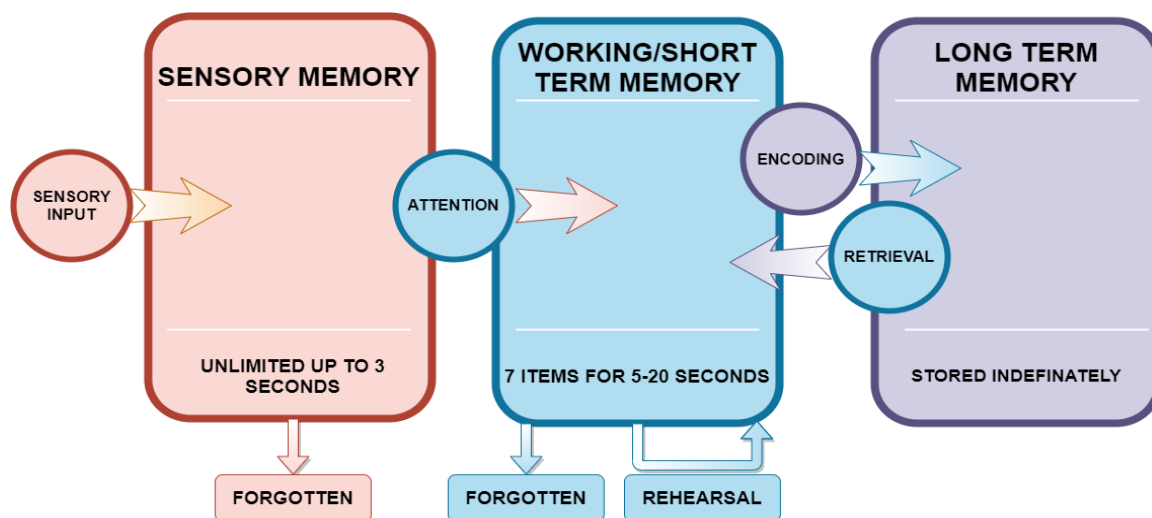


Figure 3 Adapted from (Renoult & Mendelson).

Noon (2018) argues that the latest trend of getting employees of businesses to attend 'unconscious bias training' (UBT) is pointless and will not eliminate racism. Noon (2018) believes that UBT is in its infancy and being influenced by psychology with no evidence of any effectiveness (Swan, 2009). The pursuit of attempts to reduce bias should not be discouraged but there should be a more robust concept as there is currently no proven link between being aware of your bias and changing behaviour (Noon, 2018). Many courses are being run with widely varying methods and have no regulatory foundation ensuring that the courses are fit for purpose (Noon, 2018). Significantly more research will need to be conducted to establish if there are any long term effects from this UBT or if there needs to be another method to aid in the education and development of people (Noon, 2018).

Police are widely criticised over their use of stop and search and often get labelled as being racist by activist groups and the media (Phillips & Bowling, 2012). Reasonable grounds for a police officer to stop and search cannot be based upon stereotypes or individual qualities according to the Police and Criminal Evidence Act 1984 however there is an argument by Dixon, et al. (1989) that the formation of suspicion is viewed as a rational process where

police will balance the probability of finding a prohibited item during the stop and search (Minhas & Walsh, 2021). Quinton (2011) surveyed serving police officers and noted that stereotypes would be developed through experiences based upon the people involved in crime in a particular area. The use of negative stereotypes can have adverse effects in a criminal investigation and notably by Ware (2007) argues that within police culture, young Black men are stereotyped as being dangerous (Tajfel, 2010). Smith & Alpert (2007) state that police officers are typically native-born to the country that they serve and have been exposed to social and cultural issues since their infancy. One theory suggests that police consider themselves to be 'soldiers' against crime and draw a line between the police and them [criminals] (Crank, 2004). With this line drawn between the two, it can be noted that police learn to be suspicious of those not in uniform (Smith & Alpert, 2007). It is also noted that police are on the frontline of viewing the unpleasant reality of crime and its uneven distribution which everyday members of the public would not see (Smith & Petrocelli, 2001).

The media will produce and distribute the news which is likely to get the most 'reads' and will follow trends to make the most money from their product. In modern society, the media influences the public through exposure and studies have documented the existence of stereotypes in content analysis (Bell, 1992). In modern society, it has become very easy to communicate and spread the news through social media platforms (Gonzalez-Padilla & Torolero-Blanco, 2020). This however is then subject to attack from fake news and artificial intelligence (AI) algorithms which push content to people (Ozbay & Alatas, 2020). These algorithms gather user information and guess the preferences, race, gender, political opinion and sexual orientation of the user. This information can be manipulated to either push content for good or to sway the opinion and to push the agenda of another in a way that the end-user finds appealing (Fosch-Villaronga, et al., 2021).

When it comes to a criminal investigation, police must investigate the crime fully. This is covered by the Criminal Procedure and Investigation Act 1996 (CPIA 1996) which are the code of practices that police officers must record, retain and reveal to the prosecutors material collected during the criminal investigation (Ministry of Justice, 2015b). The CPIA defines the roles and types of information during an investigation such as the officer in charge (OIC) who is the police officer responsible for directing a criminal investigation (Ministry of Justice, 2015b).

Throughout both interactions, I ensured that my body-worn video (BWV) camera was being utilised to capture any evidence and to document my decisions. I was able to capture both accounts from the victim and perpetrator to capture the best evidence. I have done this knowing that I am accountable for my actions and my decisions can be scrutinised or reviewed. BWV has become ever-present in modern policing and is being utilised by law enforcement agencies worldwide (Cubitt, et al., 2017). There is some evidence to suggest that the use of BWV reduces crime and complaints against police officers (Cubitt, et al., 2017)

(Clare, et al., 2019). BWV can be reviewed by the complaint departments of the police to scrutinise the actions or defend the actions of the police.

In summary, my discretion in this incident was balanced as I was aware of the impact of unconscious bias and documented my actions. I utilised my BWV to record my interactions and do this knowing this could be viewed by supervisors and was confident in my actions and interaction. The perpetrator knew and understood that their actions were wrong and were apologetic to the police about the situation. This was relayed to the victim and the victim was happy for this to be dealt with using the restorative justice system. This will not apply to all situations, but I felt that it was appropriate and this took into consideration the whole situation and its impact on the community. By being aware of the unconscious bias I retained my impartiality and was able to achieve this through listening to the victim and the perpetrator.

Word Count: 2432

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
Forming good habits to improve efficiency and reduce data quality errors.	This can be achieved by working with a variety of police officers and staff with a quality experience. Also, by achieving best practices and utilising feedback.	Experienced officers, tutor constables and shift sergeants. Asking for feedback and asking for help when required.	First two years initially but ongoing through changes within the job role By: December 2022
Improve communication skills with persons involved in an incident.	This can be achieved through getting confident when speaking with victims, witnesses and suspects. Witnessing how other officers interact can be a visual learning example. Building confidence is key to achieving this.	Other police officers and through discussions/ feedback post-incident. Gaining experience and building confidence with other constables.	First-year of operational policing. By: July 2022
Maintain physical skills for officer safety	Ensure fitness levels are kept up to an acceptable level. Inform a line manager when injured or unable to be operational for the safety of myself and other officers.	Line manager through discussions. Health monitoring departments and Officer Safety trainers in L&D.	Ongoing per year. First-year of operational policing. By: July 2022

Attend operational training and development courses	Accepting offers to attend development courses aimed at progressing my skillset of myself. Identifying skills that could progress my career and attending relevant courses. Identify areas of need of development and utilise attachments.	View and book onto courses through L&D. Discussions with line manager. Utilise tutor constables and mentors through attachments to different departments.	Throughout the first two years of probation. By: December 2022
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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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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: Luke Lewis (Learner, Electronic signature or type name)

Date: 05/07/2021