

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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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:

This essay will discuss and compare coping and behavioural strategies that I have applied to help minimise stress and develop resilience within my initial first six months since being attested as a Police Constable.

I will be using Borton's 1970 model of reflection in order to reflect on these strategies. This model was developed from the culmination of his experience as a teacher and he placed the reflective structure in his book titled, "Reach, Touch and Teach." The model simply asks three questions which can be used to reflect on an experience: What? So What? And Now What?. (Borton's Model of Reflection, n.d.)

Starting a brand new career in a different profession can be exciting as you will encounter new people, but also can provide a lot of uncertainty as it is a new environment with a new set of responsibilities.

What?

A virus known as the Coronavirus has been widespread illness throughout the world and has resulted in over 1.46 million deaths worldwide (WHO, 2020). In response to this pandemic the UK has introduced a series of national lockdowns over 2020 with restrictions and changes impacting individuals daily activities of living.

Within Wales, the government announced people were only able to see others from their own households and to help prevent the spread of the virus and to help protect the NHS. My partner and I live in separate homes

and due to his family being in the high-risk category I made the decision that we would have to continue living separately and not see each other.

Many individuals were forced to work from home in response to the pandemic. However, public sectors such as the NHS and the police force remained open. Whilst the public sector remained open, new guidance was issued on how these sectors could reduce the spread of the virus. PPE was considered mandatory in all settings and regular hand washing implemented.

Training within the police force was changed in response to the virus. Previously classroom based lectures with interactive exercises and role-play activities had changed to remote online learning.

Whilst working from home, I would have access to distractions such as a mobile phone, television or other members of my family more freely than I would if I was in a stricter classroom environment. Therefore, I had to invest in the right equipment such as an appropriate desk and chair so that I was comfortable and that I was not around items that could distract me from my learning.

So what?

I was nervous to start my first day of training yet alone in the midst of a worldwide pandemic.

I was determined to prove myself worthy of the role I had successfully obtained. I did not know what was expected of me, as I knew that my training experience would not be comparable to other years.

When it was announced by the government that I was only able to see people from my household and I could not see my extended family or friends I felt like this virus had taken away a part of my day-to-day life. I rely on talking to my friends and family when I have had a stressful experience in work or have difficulty with my assignments. Without this support, I felt isolated and unable to solve troubles how I normally would.

When the gym closure was announced in Wales I really struggled. I used the gym daily as a place to escape and get out all my troubles from the day. I would usually run on the treadmill in the gym but now I had to replace a treadmill with a road. To overcome this hurdle I had to show resilience. Resilience can be defined as,

“The ability to adapt and grow following adversity.”

(Our NHS People, n.d).

In other words, it refers to our willingness to come back in the face of problems or potential obstacles (Our NHS People, n.d). Running on a road felt completely different, I felt out of my depth. I couldn't measure if I had a sudden decrease in my athletic performance or not. I needed my performance to be on target so I could carry out my duties and responsibilities as a police officer to the highest standard.

I found it difficult learning from home as I was not used to this style of learning, I was used to working in a classroom based environment. It was hard to focus and learn new topics from watching online videos, taking notes and listening to my teacher discuss the topic at hand online. From past experiences I have learnt that I am a practical based learner therefore, I learn better by 'doing' something rather than just reading and listening to the information that has been given to me.

Now What?

The reason why I struggled initially with anxiety during the initial stages of my training is that I had to change my style of learning and coping strategies. As a result of these new changes and challenges, I felt overwhelmed and stressed. Stress can be defined as,

“The degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable.”

(Mental Health Foundation, n.d)

One thing that went well is that I was already aware of some ways I can cope with experiencing stress. I always like to make sure that I have between 7 to 8 hours of sleep a night as I have previously noted that when I have a lack of sleep, I am unable to perform to the best of my ability the following day. Overall, sleep is considered to be just as important as diet and exercise as most healthy adults need 7 to 9 hours of sleep a night (Sleep Foundation, n.d.)

Another step I take to help minimise my stress levels is by exercising. Endorphins, chemicals in the brain that function as natural painkillers, are created by exercise and other physical activity and can enhance the ability to sleep, which in turn decreases stress. Scientists have found that it has been shown that daily involvement in aerobic exercise reduces total tension levels, elevates and stabilises mood, enhances sleep and improves self-esteem. Approximately five minutes of aerobic activity can start to induce anti-anxiety responses (ADAA, n.d).

Over the last couple of years I have really worked on my health and wellbeing by losing weight. Not only has this helped me physically feel better it also has mentally. It has given me more confidence within myself and also within other aspects of my life. Exercising regularly is a type of coping strategy I was confident was working well throughout my training.

However, from changing my exercise routine I suffered an injury to my sacroiliac joint and had to stop running until it was healed and got stronger again. I had to change my usual type of exercise to something unfamiliar to me yet again. I showed resilience as I started to look to other forms of exercise such as yoga and high intensity workouts in order to make me fitter and stronger. As a result, I now incorporate a range of these different exercises into my daily routine. I feel that carrying out a range of these exercises helps provide me with a balance of aerobic activities.

I really struggled with adapting to working from home but tried to make sure I was able to absorb as much information to the best of my ability. I showed resilience by making detailed knowledge checks on each topic, with examples of potential scenarios which could arise. I also made sure that I took regular breaks to help keep my brain focused on the task at hand (Chignell, 2019). I looked online to see if there was any other sources which I could find to help me apply my knowledge practically, to which I found Blackstone's books of multiple choice questions. In these books, they have a range of legislation and procedure topics which are scenario based. These helped me greatly as I could apply my theoretical learning into practice.

To overcome this barrier, I would make sure that I took an hour out of my day to make sure that I checked in with my partner, friends and extended family so that I could still feel connected to them and talk about our day.

I needed this for my mental health as this has been such a difficult time for so many people and I felt that by talking to them regularly they gave me confidence that all my hard work and effort to keep going in a midst of a pandemic was recognised and appreciated. This gave me an inner feeling of self-worth and determination to keep going.

Unfortunately, as my grandmother was living in a care home I could not keep in contact with her as I could with the rest of my extended family, as the care home did not have the facility to conduct video calls. Towards the end of my training experience and not being able to see or speak to my grandmother, she unfortunately passed away on the morning of my final exam. I sat my final exam that afternoon which I achieved a pass in and I was extremely relieved. I did my best to not let my personal circumstances effect my goal and had shown resilience and determination by not giving up on my dream.

Conclusion

To conclude, this essay has summarised the benefit of changing our pre-existing behavioural strategies to adapt to new challenges. This essay has also shown how important it is to be flexible in your approach to change and that sometimes we need to adapt quickly to protect your physical and mental wellbeing.

Overall, I thoroughly enjoyed my training experience. The coronavirus pandemic has made me become more aware of issues around the world and appreciate how lucky I am to have my health, my partner, extended family and friends around me. It has made me adapt quickly by looking at new styles of learning, exercising and socialising and utilising these new styles in a new normal.

Word count: 1635

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:

This essay will critically assess a policing incident in which I have played a significant role with a service user and reflect on what has happened. It will be using the Gibbs Reflective Model 1988 (Gibbs Model of Reflection, n.d.) to reflect on the incident in order to critically assess the incident. It will reflect on my application of the fundamental elements of effective communication skills that I have used and it will describe the process for determining whether the use of force that I used was necessary in a conflict situation. It will include a critical evaluation of any theories or models underpinning the causes of conflict within policing interventions and taking into consideration my understanding and application of core principles of ethics, equality, diversity, human rights and any relevant codes of practice and culturally sensitive practice and language preference.

What happened?

I received a call from the control room to a suicidal female who was going to throw herself out of her window of the block of flats where she was living. On our way to the building, we received a further call regarding this female stating that she was in possession of a knife and was going use it against her neck.

As a serving police officer at every call I attend I would use the National Decision making model to help as an aide-memoire when making decisions. It helps to make the decision making process easier and provides a structured rationale of what I did during an incident and why I made that choice (National Decision Model, 2013). The National Decision Making Model consists of six elements, gather information and intelligence, assess the threat and risk and develop a working strategy, consider powers and policies, Identify options and contingencies and take action and review what has happened. At the heart of these elements are the code of ethics. I consider all elements of this model at incidents that I attend in a constant cycle, as I need to change and adapt my decisions and approaches to these choices.

The information that I had at this moment in time regarding this female was that she was a suicidal female who was going to throw herself out of her window of the block of flats where she was residing. I knew that she was in possession of a knife and that she was going to use it to injury herself. Figures ending in March 2020 showed that 46,265 incidents involving knives in England and Wales were recorded (Office for National Statistics, 2020). Chief Constable Mr Jukes of South Wales Police stated that in 2019, officers have attended approximately 10,500 calls regarding mental health (Rees, 2019). Therefore, I considered these figures whilst on our way to the call.

I asked the control room if there was any further information regarding this female that they could provide me with to help me gather all the information and intelligence that I could. I asked the control room if this female had any warning markers showing on her system and anything else that I needed to be aware about regarding her. These warning markers could show that she has been in contact with the police before and is known to use weapons previously too. I asked if there was any other persons present, taking into consideration other members of the public that could potentially be witnesses or could potentially be at risk of any harm.

From gathering further information from the control room regarding this female it made me aware of the potential impact factors of the situation that I was going in to. It was established that this female has made numerous calls and has been in frequent contact with Police officers. She is known to have suicidal thoughts if she has consumed alcohol, carry bladed articles and also known to assault police officers. While travelling to the address, my tutor and I discussed potential situations that we may encounter and taking into consideration these known impact factors regarding this female. I assessed the threat and risk which I considered to be high as she was in possession of a knife and also could potentially be under the influence of a substance. Therefore, on arrival at the property I must have all of personal protective equipment to hand in case the need arises.

When I arrived at the address, I activated my body worn video and made the control room aware that I had arrived. I did this for my colleague's safety and mine and if I needed to have further units they were aware of my location and could assist if need be. I could see that the window of the block of flats was open to maximum capacity with the lights on. I could hear loud music coming from inside of this flat so I called the bell of this flat to which there was no answer. I tried again to call out this female's name up to the open window of this flat and try the bell again which yet again had no answer.

I considered my powers and policies at this moment in time, which were calling for a specialist trained unit to see if they could assist me with opening the door to the property as her safety and wellbeing was my utmost priority at this time. As the female was not answering the door, not responding to my calls and also with the previous threats that she has made, I considered entering the property under Section 17(E) of PACE 1984 ***“ a constable (or designated person) may enter and search any premises for the purposes of saving life or limb.”***

(Police and Criminal Evidence Act 1984)

I tried one last attempt of ringing the doorbell of the flat and calling her name aloud at the window to which I could see her inside the building. I asked the female if she could open the door to let my tutor and I inside the building. At first, she was reluctant to let us in showing signs of verbal resistance and gestures. She did this by saying “NO” and shaking her head insinuating the answer no. However, when asked a second time she complied with my request.

The female opened the front door of the property and let my colleague and I into the premises where she immediately sat down on the sofa in her open plan living room and kitchen. It was evident to me that this female had been consuming alcohol this evening as I could smell it on her breath and her speech was slurred. As the music was still loud, I asked her if she could turn down the music so we could talk regarding the call that she has made to the police this evening. I also asked her if she could close the window that was open wide therefore, taking in consideration her neighbours in the surrounding area to help prevent any noise complaints or any further calls to the police. As the female closed the window, I became aware of a knife that was positioned on the windowsill. The female stepped away from the window and sat back down on the sofa.

I started to engage in conversation in order to build a rapport with her by letting her feel safe to tell me what has happened today. Using a calm and controlled voice, I wanted to discuss her potential problems and concerns that has driven her to feel suicidal and provide her with information about the various resources available to her. I also wanted to try to help eliminate any potential risks and threats that there was to her and my colleague and I. in order to achieve this outcome I used the LEAPS communication model when I was communicating with this female (Mental Health Resources for Carers, n.d.)

LEAPS is a simple mnemonic that offers a flexible and structured approach to communication in situations which involve conflict. "L" is for listen. I would listen to this female with the goal to understand her point of view. "E" stands for empathise. From listening to this female was able to identify with her feelings, thoughts and attitudes regarding her situation. Therefore, I was able to convey my empathy to her to show her that I cared. From doing these actions, I was then able to ask questions using effective questioning techniques to ask for clarification in order to establish facts to seek her opinion (Mental Health Resources for Carers, n.d.)

With this female I made sure I was using a range of open questions such as "tell me, explain to me and describe to me" and also including questions like "who, what, why, when where, How" in order to give her the opportunity and chance to tell me how she is really feeling and her thought process. With her responses, I would pin point any specific questions that I had regarding that topic by asking closed questions in order to get a "yes" or "no" answer from the female. If at any point she displayed signs of verbal resistance on a topic, I would change the nature of the discussion to a topic which was not relevant to her or her situation. This topic

was whether she had seen a certain television show or a particular film in order to help her feel relax and therefore develop a personal rapport.

This female was continuing to consume alcohol in front of me, which I knew heightens her feeling of feeling suicidal from her previous warning markers. When I suggested to this female for her to stop consuming alcohol for the evening, she first initially listened to me and I got her a glass of water. However, as the effects of the alcohol that she had consumed started to wear off she insisted that she needed to consume more. I suggested again to this female to stop consuming alcohol for the evening and this time she did not take this lightly and displayed volatile behaviour. I watched her carefully as she lunged towards the knife that was positioned on the windowsill of the property.

I identified my options and contingencies by being aware of my tactical options at this stage. I immediately used my offensive and defensive skills which I had previously been taught in my officer safety training by standing in front of the female so she could not reach the knife. She showed signs of aggressive resistance by trying to push me out of the way so that she could get the knife from the windowsill. I immediately took this female down to the floor using relevant arm and wristlocks to help aid me to achieve this outcome. I then handcuffed this female for her immediate safety and also for my colleague and I.

I considered the powers and policies regarding the use of force that I had at this moment. I considered S. 3 Criminal Law Act 1967 which states,

“A person may use such force as reasonable in the circumstances in the prevention of crime, or in the effecting or assisting the lawful arrest of offenders or suspected offenders or persons unlawfully at large.”

(Criminal Law Act 1967)

As this female had lunged towards the knife, I was concerned for her safety as also mine. I then considered Section 76 Criminal Justice and Immigration act 2008 (*Criminal Justice and Immigration Act 2008*) which sets out what degree of force is reasonable. At this time, I would consider that my use of force was reasonable to

help prevent injury to herself and my colleague and I. I finally considered Article 2 of the Human Rights Act 1998 which states

“Everyone’s right to life shall be protected by law”

(Equality and Human Rights Commission, 2018)

Everyone’s safety was at the forefront of my mind and I wanted to make sure that everyone was safe.

I called the mental health crisis team which are situated in Llandough Hospital in Cardiff to speak to them regarding this female. I explained what has happened this evening and ask for their medical opinion as I am unable to do so. Therefore, I waited with this female until medical assistance arrived.

What were you thinking and feeling?

When I received the information regarding this female that she as in possession of a knife I was quite nervous, as this was the first call that I was attending regarding a weapon. I therefore needed to make sure that I was in control of my emotions in this stressful situation, as I needed to make a rational decision. My rational brain represents my ability to reason through various options which is slow and deliberate. It also has to be activated consciously and intentionally (Weber, 2016). However, my emotional brain would make decisions quickly and effortlessly and it is potentially irrational (Weber, 2016). Due to the threat of the knife and her hostile behaviour, I had to make sure that I used my rational mind in order to resolve this conflict. I needed to think clearly to help prevent this situation derail and intensify. This is considered to be the rational vs emotional brain technique.

What was good, bad about the experience?

When talking to this female I build up a good rapport with her on a personal and professional level. From the style of questions that I was asking her I was able to establish the reasoning behind why she has been feeling suicidal and any potential avenues that I could help assist her with, such as contact numbers for medical help and support groups. When she displayed signs of volatile behaviour, I was able to defuse the situation by discussing non-relevant subjects such as recent films as we are of similar age. When talking to this female I was considering the Betari Box Model. This model states,

“My attitude affects my behaviour, which affects your attitude which affects your behaviour.”

(Linking Attitude and Behavior, n.d.).

I made sure that I was calm and the tone of my voice was appropriate to help de-escalate the situation.

On reflection, whilst communicating with this female using the LEAPS mnemonic, I would make sure that I utilised the other elements such as paraphrasing the information that she was providing to me as a form of clarity to help reflect back my understanding of the information that she has given me. This would have helped to show my interest and that I was listening to information that she was giving me by repeating her own words. Furthermore, I would of summarised the information that she had given me by condensing it in a brief and concise statement.

Upon entering the property, I could have taken into consideration Cooper's colour codes. The colour code system known as 'Cooper's Colour codes' was developed by Lieutenant Colonel Jeff Cooper who developed the system to give law enforcement officers an immediate visual system of reflecting changes of threat within their environment. Therefore, aligning colours to 'states' of awareness as an explanation of where the individual was in response to the threat that has been presented to them. (Erich, n.d.)

The four colours are white, yellow, orange and red. White the state of 'switched off' therefore an officer is in a relax state and is unaware of their surroundings. Yellow is the state of 'switched on' furthermore, describing that an officer is in an everyday state awareness and is alert to any possibility of a potential threat. If there is a trigger to a potential threat an officer would immediately enter into the orange state, this does not necessarily mean there is a threat, only that there could potentially be one. The final state is Red. Red is the state where an officer is red to act and is mentally prepared to carry out their plan (Erich, n.d.).

Due to the threat that was posed to me upon entering the property in regards to this female as she potentially was in possession of a knife and I was unaware what she could potentially do with this weapon. I was also unaware of other further items that she could have had in the property to potentially injured herself or my colleague and I. therefore, taking into consideration Cooper's Colour Code I would say the immediate threat on this visual system should have been red. It can be argued that awareness per se cannot be trained.

However, using these colour codes at the earliest stages of incidents or interaction would have helped me in order to be more spatially aware and I feel like with experience over time this will come naturally.

After leaving calls my tutor and I always de-brief on the incident at hand and discuss what went well and what I need to work on. I feel that this is beneficial to my learning and development.

What would you do differently?

Upon reflection, I should of asked for further information regarding this female from the control room. This should have been what did the female sound like over the telephone line to be aware of the impact factors such as whether she had consumed any alcohol. I should have also been aware of what floor her flat was on taking into consideration the threat of her injuring herself from the flat window. I would make sure that I am more spatially aware of my surroundings when I attend calls. As there was a threat of a knife, when I entered the property, I should have been more alert and became aware of this item a lot sooner than I did.

Word count: 2764

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:

This essay will critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues. It will use the Gibbs Reflective Model 1988 (Gibbs Model of Reflection, n.d.) to consider and reflect my responsibilities and procedures and in line with the relevant codes of practice to help support victim and witnesses through the criminal justice system. It will also illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

What happened?

Whilst working a day shift, my tutor and I received a call from the control room of from female who was reporting harassment from her husband and his family members. Harassment can be defined under section 1- protection from harassment act 1997 as,

“A course of conduct which amounts to harassment of another and which he knows to ought to know amounts to harassment of the other”

(Protection from Harassment Act 1997)

I accepted the call and made my way to the address with my tutor.

This call was graded a grade two, therefore meaning it did not require an immediate blue light response. Furthermore, this gave my tutor and I more time on the way to the call to discuss the matter at hand. We discussed the potential scenarios of this call and considering the avenues that we could go down to achieve the best outcome. I checked our online database for further information regarding this female to see if this was her first interaction with police officers, if there had been previous reports to police or reports of a similar nature. I did this in order to try to obtain as much information and intelligence that I could in order to develop a detailed picture of this report that I could.

On arrival, the female was from Bengali descent and was shown to have never reported an incident to the police before so I took into consideration her emotions as she let us into the property. Taking into consideration the current global pandemic with the Coronavirus, I stayed approximately two metres away and made sure that I had my face covering on. This in itself is a barrier of communication between the female and I as she could not see my facial expressions, such as myself using simple reassuring techniques to make her feel comfortable in talking to me. Therefore, I needed to make sure that my body language was open such as not having my arms crossed in order to make her feel at ease and relaxed in communicating with me.

In order to communicate effectively with this female I communicated with her using the LEAPS communication model (Mental Health Resources for Carers, n.d.). LEAPS is a simple mnemonic that offers a flexible and structured approach to communication. I would listen to this female with the goal to understand her point of view and establish the report that she was making. From listening to this female was able to identify with her feelings, thoughts and attitudes regarding her situation. Therefore, I was able to convey my empathy to her to show her that I cared. From doing these actions, I was then able to ask questions using effective questioning techniques such as a range of open and closed questions to ask for clarification in order to establish facts to

seek her opinion, including summarising the information that she had provided to me. (Mental Health Resources for Carers, n.d.).

Upon discussion with the female, she initially was reporting harassment in the form of unwanted contact via telephone contact that she was receiving from husband and his family. She has tried to block these contact numbers however; they were continuing to contact her using an unknown private number. After numerous calls she informed me that she had finally 'snapped' at this unwanted frequent contact and had answered the telephone. This female subsequently had a verbal argument with this family member and this conversation was audio recorded by them. This audio recording was sent via the messaging service Whatsapp to other family members who did not yet know that she had fled her relationship which was therefore, causing her further stress and anxiety as she considered this to be a deformation of her character.

At this stage from this information that she had provided to me I considered section 1 of the Malicious Communications Act 1987 which states

“Any person who sends to another a letter, electronic communication or any article which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender or any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose or one of his purposes, in sending it is that it should cause distress or anxiety to the recipient.”

(Malicious Communications Act 1988)

I proceeded to ask this female a range of open and closed questions such as “tell me, explain to me and describe to me” and also including questions like “who, what, why, when where, How” in order to give her the opportunity and chance to tell me how she is really feeling and her thought process. With her responses, I would pin point any specific questions that I had regarding that topic by asking closed questions in order to get a “yes” or “no” answer from her. This female used the term ‘fled’ which can be defined,

“To escape by running away, especially because of danger or fear”

(Cambridge English Dictionary, n.d.)

I immediately picked up on this statement and I asked if she could elaborate.

At first, she was very reluctant to do by trying to change the topic of conversation and also from her body language. Her body in my perspective went from being relaxed to quite stiff which was an indication to me that this is a topic that she felt she could not discuss. I reassured this female that she could discuss any topic that she felt comfortable discussing with me. From building a good rapport with this female, I established that she had fled London with her three children from a twenty-year marriage from domestic abusive relationship from her husband and was currently residing between two properties belonging to her brothers.

Domestic violence can be categorised as,

“Any incident or pattern of incidents of controlling, coercive or 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.” Abuse of any kind can be physical, emotional, psychological, sexual and financial”

(Metropolitan Police, n.d.)

From this further information, I concluded that this female was a Victim of crime. A victim can be defined as,

“A person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence.”

(Code of Practice for Victims of Crime in England and Wales, 2020)

I referred to the Codes of Practice for Victims of Crime in England and Wales that sets out the services and a minimum standard for these services that must be provided to victims of crime (Code of Practice for Victims of Crime in England and Wales, 2020).

I wanted to gather as much information that I could from her in order to establish how long the abuse has been going on for, what kind of abuse was it and whether her husband knew where she was currently residing in order to help safeguard this female from any further abuse. As per the victim's code Right 4, I conducted a needs assessment with the female in the form of a Public Protection Notice (Code of Practice for Victims of Crime in England and Wales, 2020).

A Public Protection Notice has two main purposes, when there is a need to risk assess a person and assess for further vulnerability and make referrals to partner agencies when there are concerns about a vulnerable person (Grant, 2019). I followed the DASH risk model whilst completing this Public Protection Notice. The DASH model stands for, Domestic, Abuse, Stalking and harassment (including honour-based abuse) and consists of a list of questions that must be completed at any of these incidents. The DASH model seeks to help front line practitioners and specialist staff identify domestic abuse, stalking and harassment victims. This needed to be completed to a high standard so that vital information can be shared with partner agencies as it was necessary and lawful to do so (Grant, 2019).

As this female was currently residing between two addresses with her three children it was important that I completed this so that partner agencies such as housing was aware of her situation and could assist her in finding a more stable and permanent residence for her and her three children. She made me aware that her children currently did not have a school to attend and that one of her children has disability. Therefore, she would need further support from partner agencies.

From asking the questions that are in the Public Protection Notice, I established further information from this female and the types of abuse that she has been suffering from over the years. She informed me that she has suffered many years of abuse that had first started as soon as they were married. She informed me that her Husband had been physically abusive with her by hitting her. He had also psychologically and emotionally been abusing her too. She described to me what her Husband would say to her however, some of them was In Bengali and therefore I could not understand. I overcame this barrier by asking the female if she could translate into English for me.

Furthermore, she informed me that she had suffered many years of sexual abuse from her Husband and if she did not have sex with him he would threaten to hurt her children and use religious Bengali texts. Again, I had to ask the female to translate these texts and I did not understand them. From talking to the female, it became known that marital violence is considered the cultural norm and a weapon used by men to make women subordinate in Bengali culture (Tobarak Hossain and Rashid Sumon, 2013). Research showed that marital rape between husband and wife is considered legal in Bangladesh. As a result, it came as no surprise that this reporting female did not report this historic abuse to the police for many years (Tobarak Hossain and Rashid Sumon, 2013).

From building a rapport, I felt it was necessary to ask if she had ever reported domestic violence and abuse from her husband. The female stated she endured domestic violence for nineteen years and only recently reported a matter once to the London Metropolitan Police once and retracted her formal statement as her Husband had threatened her and she felt scared for her and her children's life. Consequently, other potentially factors could be having the additional pressures from extended family members to stay with her husband so that she could not be blamed for damaging the family honour and be afraid to be an outcast in her community (Womens Aid, n.d.)

What was your feelings at the time and emotional response?

As a fellow female, I felt grief-stricken and saddened that this female and her children had to endure this pain and unhappiness, for so many years of their lives. I was nervous, as this was my first Domestic violence call I wanted to make sure that I did everything correct in order to safeguard the female and her children, as this

was paramount to me. I felt embarrassed that when this female was explaining information to me in Bengali that I did not understand and I did not want to make her feel like was ignorant to other cultures. I feel that this experience has helped broaden my knowledge with other cultures and has made me not afraid to ask questions if I do not understand.

What was positive and what was negative?

I made sure that our system displayed a critical marker for the female in order to safeguard her. This marker would show on the two addresses that she had provided to me, her brothers telephone numbers and also her telephone number. This would provide the operator in the control room further information so that if this female or her brothers contacted the police they would have a faster response time due to the level of potential threat that she was in. I referred this female for a victim support referral to see if they could provide her or assist her with partner agencies to help give her the support that she needed. Furthermore, I spoke to the Neighbourhood Policing Team within my area and asked if they could produce a patrol strategy around the two addresses that the female had provided me with in order to keep her safe.

I informed the victim of her right to written confirmation of her report today which included details of the offence, a crime reference number and my contact details. She declined to have this information in writing in a form of a letter, as she did not want any post with her name on going to her brother's address in case her Husband was to arrive there. Complying with Right 3 of the Victim's Code, we therefore came to an agreement that I would send this information to her via text message to her personal mobile phone (Code of Practice for Victims of Crime in England and Wales, 2020).

As different police forces do not share the same system, I could not see these previous reports regarding this female. Therefore, if I could have seen this report and formal retracted statement it would have aided me in seeing what she has previously reported. Upon speaking to the female and initially safeguarding her, I asked this female if she would be willing to make a formal written complaint regarding this matter and explained to her that if this case was to go to trial it may result in her having to give evidence in court (Code of Practice

for Victims of Crime in England and Wales, 2020). Taking into consideration the Victim's Code Right 2, I wanted to take her formal statement whilst I attended the call in order to process her report sooner without an unjustified delay (Code of Practice for Victims of Crime in England and Wales, 2020). However, taking into consideration her disabled child and the lack of childcare at this moment in time I think it was in the best interest of all parties to re-arrange for a later date in order to obtain the best possible information and evidence for the case.

I considered the need of additional support by the means of an interpreter in line with Right 1 of the Victim's Code (Code of Practice for Victims of Crime in England and Wales, 2020), in order to translate from Bengali into English. I asked the female if she would need this additional support however, she declined. I obtained the voice notes from her mobile phone device and asked a Bengali interpreter to interpret them for me in order for me to establish what was said in them.

Whilst taking a written formal complaint from the victim I made sure that she was aware of her options if this matter was to go to court. I informed the victim that I could apply to the court for her to have special measures to help reduce her fear of the courtroom and seeing her Husband there so that she can give the best evidence in court (Code of Practice for Victims of Crime in England and Wales, 2020). This could include giving evidence behind a screen or by a live video-link so that she did not have to face the defendant in court as per the Victim's Code Right 4 (Code of Practice for Victims of Crime in England and Wales, 2020).

After taking a formal complaint, I made the female aware of Right 7 of the Victim's Code, to make a Victim Personal Statement which could give her the opportunity to explain how the crime has affected her physically, emotionally, financially or in any other way. She made the decision that she wanted to do this today and I informed her that this statement can be read out in court and can also determine what sentence the defendant should receive or any further support she would require (Code of Practice for Victims of Crime in England and Wales, 2020).

After taking a formal complaint from the victim I provided her with my contact details and the crime reference number in case she needed to contact me to provide me with further information. I also agreed with the

female a timescale when I would contact her to give her up to date with my investigation therefore complying with Right 6 of the Victim's Code (Code of Practice for Victims of Crime in England and Wales, 2020).

What would you do differently?

Further to the critical marker, I could have provided the female with a TecSOS. This is a personal attack alarm which are available to high-risk domestic abuse victims which can be used in or away from the home. They are usually disguised as a broken mobile phone or other electronic device and can be activated for an emergency response. This could have reassured the victim further that she was safe when she left her home.

I would of also of liked to take her formal statement whilst I attended the call in order to process her report sooner. However, taking into consideration her disabled child and the lack of childcare I think it was in the best interest of all parties to re-arrange for a later date in order to obtain the best possible information and evidence for the case.

Word count: 2732

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:

This essay will critically assess a policing incident that I attended, including social and legislative contexts and any relevant cultural, ethnicity and language issues using the Gibbs Reflective Model 1988 (Gibbs Model of Reflection, n.d.). It will reflect on how I applied the National Decision Model to assist in resolving this incident and evaluate the role of discretion in the decision-making process. It will determine my responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender, suspects, recording and retaining significant information. It will illustrate how policing values were engaged particularly through an assessment of the potential impact of bias on the decision-making process.

What happened?

My tutor and I received a call from the control room regarding a male and female who had stolen goods from a supermarket. Theft is defined in Section 1 Theft Act 1968 as,

“A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it”.

(Theft Act 1968)

Both parties had become aggressive with the manager of the store who had managed to detain them both.

As a serving police officer at every call I attend I would use the National Decision making model to help as an aide-memoire when making decisions. It helps to make the decision making process easier and provides a structured rationale of what I did during an incident and why I made that choice (National Decision Model, 2013). The National Decision Making Model consists of six elements, gather information and intelligence, assess the threat and risk and develop a working strategy, consider powers and policies, Identify options and contingencies and take action and review what has happened. At the heart of these elements are the code of ethics. I consider all elements of this model at incidents that I attend in a constant cycle, as I need to change and adapt my decisions and approaches to these choices.

Taking into consideration the National Decision Making Model, whilst on the way to the call I asked the control room if there was any further information that they could provide to me such as a detailed personal description of the male and female in question as I only had the above information. I did this because I would wanted to be able to locate them quickly and effectively at the store and in case they potentially left the store and I needed to conduct an area search in the surrounding areas.

As this was a busy supermarket, I took into consideration other members of the public that could potentially be witnesses or could potentially be at risk of any harm by becoming aware of the potential impact factors of the situation that I was going into. The control room could not provide me with any further information regarding both parties therefore, whilst on the way to the address my tutor and I discussed the potential impact factors that could arise in this situation. I took into consideration the potential size of both parties and there strength level. They could be suffering from mental health or have taken a substance that could affect their judgement or their ability to understand me.

I assessed the threat and the risk, which I considered to be unknown at this moment in time due to the lack of information that I had about the male and female. Therefore, on arrival at the premises I had to be spatially aware of my surroundings and be prepared for any potential situation that could arise. I made sure that I was able to protect members of the public, my colleague and I in case the need should arise by making sure that I had my personal protective equipment to hand.

When I arrived at the address, I notified the control room that I had arrived. I did this for my colleague and I's safety and I if I needed to have further units come to my assistance they would be notified of my location and could assist me if need be. I could see the male and female in question outside the front of the supermarket with members of staff from the store. I approached the group and engaged in conversation to establish the circumstances of the incident that had occurred this evening.

I considered my powers and policies at this moment in time as I wanted to see the male and female had any further items on them relating the theft at the supermarket. I made sure that I followed force policy in regards to same sex searches, in order to make the female comfortable and to make sure she as fairly treated whilst my male colleague spoke to the male in question. Section 1(2) of PACE 1984 states,

“A constable may: - search any person or vehicle, anything which is in or on a vehicle for stolen or prohibited articles, any firework and to detain a person or vehicle for the purpose of such a search.”

(Police and Criminal Evidence Act 1984)

In order to achieve this I activated my body worn video which is a force policy requirement when conducting a stop and search and followed the acronym 'GOWISELY' (Easterbrook, 2015). I informed the female of the grounds that I had in order to conduct this search on her which was for stolen or prohibited articles. I informed her of the objects that I was looking for, which were items in connection from the store. I then made sure that I identified who I was by informing this female my name, force number, the station that I am attached to and my photo ID in the form of my police warrant card. I finally informed the female that she was being detained for the purpose of a search under section 1 of PACE 1984 and that she was entitled to a copy of this search record for up to three months (Easterbrook, 2015).

After conducting my search, I communicated with the member of staff at the store to see if we could locate inside the premises so that this matter could be discussed in further detail out of the public view. I did this to protect the male and female's dignity and confidentiality as other members of the public had started to stand within the area and watch the matter at hand. I also took into consideration the policing standards of professional behaviour by making sure that I treated both parties with respect and courtesy by asking this request (National Decision Model, 2013).

From using my communicating skills, I established what had happened at this incident and whether the reporting person would like to make a formal complaint regarding this matter. From engaging in conversation with both the reporting party and also the male and female in question, I was able to build a rapport and I was able to identify my options and contingencies at this stage from using my tactical communications. I wanted to establish the opinion from each individual involved to develop a deeper understanding of the circumstances and what happened from their own opinion. In order to achieve this outcome, I followed the LEAPS communication model.

LEAPS is a simple mnemonic that offers a flexible and structured approach to communication in situations which involve conflict (Mental Health Resources for Carers, n.d.). I would listen to all parties to develop an understanding from their perspective of the incident. Due to the current global pandemic wearing a face covering has become mandatory therefore, I made sure that I was showing in other ways that I was effectively listening to what they had to say. In order to achieve this, I made sure that my body language was open and using a gesture such as nodding my head when they were explaining something to me.

"E" stands for empathise. From listening to the store worker, I was able to identify that the female in question had assaulted him by hitting him to the leg. I made sure that the male worker was okay and asked if he needed any further medical assistance. Therefore, I was able to convey my empathy to him to show him that I cared. From doing these actions, I was then able to ask questions using effective questioning techniques to ask for clarification in order to establish facts to seek their opinion (Mental Health Resources for Carers, n.d.).

I informed the female that she was under arrest by using the full police caution and using my power under Section 24(3) PACE 1984 which states,

“If an offence has been committed, an officer may arrest anyone who, is guilty of the offence or they have reasonable grounds for suspecting to guilty of it.”

(Police and Criminal Evidence Act 1984)

I made sure I informed the female of the time that she was being detained and also the necessity for her arrest so that her arrest was lawful. I made sure that I was complying with the code of ethics in regards to treating the female fairly and respectfully by making sure that I am open and transparent with my actions and decisions so that she understood what I meant by her being detained (National Decision Model, 2013). I also I identified my options and contingencies by being aware of my tactical options at this stage such as handcuffing the female in order to achieve an effective and safe arrest.

As the female in question was under arrest, I considered my powers under section 32 of PACE 1984 which states,

“A constable may search any arrested person in any case where the person to be searched has been arrested if the constable has reasonable grounds for believing that the arrested person may present a danger to himself or others. A constable shall also have power in any such case to search the arrested person for anything which he might use to assist him to escape lawful custody or which might be evidence relating to an offence.”

(Police and Criminal Evidence Act 1984)

I asked this female if she had any items in her handbag which could harm myself or others to which she informed me that she had items of drug paraphernalia such as used needles.

As I was in a public place, I made the decision to use my discretion. Discretion can be defined as,

“The freedom to decide what should be done in a particular situation.”

(Lexico.com, n.d.)

From using my discretion, I made the decision to not open the handbag in this particular setting so that other members of the public were not at risk of any potential harm or infection from the used needles as the safety of all parties was at the forefront of my mind. The female and male in question was then transported to custody.

Upon arrival at the custody suite, I asked other members of staff if they could provide me with further protective equipment due to the threat of the used needles in order for me to conduct a search under section 32 of PACE 1984 of the female's handbag. From conducting this search, I subsequently found a kitchen knife and also a screwdriver. I further arrested the female for being in possession of the knife under Section 139 Criminal Justice Act 1988 which states,

“It is an offence for a person to have with them in a public place any article which has a blade or is sharply pointed.”

(Criminal Justice Act 1988)

Furthermore, the female was also further arrested under section 25 Theft Act 1968 for being in possession of the screwdriver which states,

“When not at his place of abode, he has with him any article for use in the course of or in connection with any burglary or theft.”

(Theft Act 1968)

I returned to the supermarket to take a written statement regarding the incident and also obtained relevant CCTV footage which was needed to help assist me with my investigation.

Criminal Procedure and Investigations Act 1996, also known as CPIA, defines a criminal investigation as

“An investigation conducted with a view to it being ascertained whether a person charged with an offence is guilty of it”.

(College of Policing, n.d.)

This will include inquiries into offences that have been committed, investigations that assess whether a crime has been committed with a view to the potential establishment of criminal proceedings and investigations that begin with the assumption that it is possible to commit a crime (College of Policing, n.d.).

During my initial six months of training, I undertook a course which is called the Professionalising Investigation Programme also known as PIP (College of Policing, n.d.). PIP provides a formal learning curriculum for the incorporation and maintenance of investigative skills for police officers and police personnel. It seeks to have the capacity to perform competent inquiries at all levels within the police department and in other fields of law enforcement. PIP also ensures consistent registration, inspection, preparation, on-the-job evaluation and accreditation of national standards at each level (College of Policing, n.d.).

What was good or bad about the experience?

In order to assist me with my investigation in regards to interviewing the female I made sure that I followed the PEACE model, which was developed in the early 90s by law enforcement and psychologists as a means to curb the dissemination of false confessions that arose from an accusatory method of questioning (Lomer, 2013). 'P' stands for planning and preparation. I made sure that I prepared a list of questions that I would like to ask the female for her to give her point of view from the circumstances of the incident and for the offences that she had been arrested for.

I started the interviewing process by engaging with the female and explained what I wanted to achieve from this interview and who was currently present in the room (College of Policing, 2013). I informed the female that this interview was being audibly visually recorded and reminded her that she was under police caution. I informed this female that she was entitled to free legal advice at any time when she declined to have a solicitor (College of Policing, 2013).

I made sure I used a range of open questions such as "tell me, explain to me and describe to me" when communicating with this female and also including questions like "who, what, why, when where, How" in order to give her the opportunity to tell me her account of the incident. With her responses, I would pin point any specific questions that I had regarding that topic by asking closed questions in order to get a "yes" or "no" answer from the female.

When concluding the interview I made sure that the CCTV footage that I had obtained from the store and also the footage from the interview was safely stored on Evidence.com which is a video software used by the

force. I also made sure that the written notes that I had taken during the interview were stored affectively at the station in line with Data Protection Regulations.

What were you thinking and feeling?

Upon reflection, from interviewing the female it was established that she was in possession of the kitchen knife as she was a street worker and had previously been a victim of an acid attack. She therefore, carried this weapon as a form of protection in case the need arises. I evaluated the possible effect of impact bias on my decision making from this admission. Police officers must be professional at all times not to discredit the police service and therefore, not undermine public confidence in policing (National Decision Model, 2013). Officers should and be open-minded and neutral and uphold the code of ethics and the standards of professional behaviour at all times (National Decision Model, 2013). I therefore was honest with the female by informing her that her reason for carrying bladed article is not a valid defence however, I made sure that I showed her empathy in regards to her being a victim of an acid attack. I asked her if she had reported this matter to the police previously and if she would like any further support regarding this incident I could provide her with this.

From conducting a strip search of this female whilst she was in custody a small white wrap containing an illegal substance was found in her underwear. Therefore, I made the decision using my discretion to seize and destroy the small quantity of drugs and give her a formal warning rather than charging her with this offence. I felt it was not in the public interest to waste government funding over this small amount. From finding this substance, I was able to understand the female's modus operandi into why she was committing the original offence of theft from the supermarket as she wanted to fund her drug habit (College of Policing, 2013).

What would you do differently?

Upon reflection, I would have had further personal protective equipment to hand in order to conduct a Section 32 PACE 1984 search of the female handbag. By having this equipment to hand or in my police vehicle I would have been able to achieve an efficient and effective arrest for the offences under Section 139 Criminal

Justice Act 1988 and under section 25 Theft Act 1968 instead of having to further arrest the female at a later time for the above offences.

Whilst interviewing the female she provided me with a full and frank admission of guilt of all offences. From this, I started to ask more closed questions rather than open questions. Therefore, I would need to remind myself to still ask open questions throughout the course of the interview in order to achieve the best outcome. As this was my first interview I was quite nervous but I feel with experience and over time this will be achieved without having to remind myself.

Word count: 2745

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
I would like to improve my statement writing.	This can be achieved over time and also with plenty of practice.	I will speak to my colleagues for advice and guidance.	As soon as possible.
I would like to Manage my time more efficiently in order to keep on top of my workload in regards to the university and in the workplace.	Utilising my time efficiently by having a structure and plan in order to keep on top of my workload and still have free time.	Myself	Progressing through the university process.
I would like to attend further courses such as a further first aid course and blue light response vehicle course to help to advance my skills.	Speak to my Sergeant and use the online sources that are provided to me to research dates and further information regarding these.	Sergeant and colleagues.	As soon as reasonably practical.
In my personal life, I would like to find a new hobby in order to help me relax and unwind from my day to day life.	Researching relaxing hobbies which is good to release tension and stress.	Myself.	As soon as reasonably practical.

I would like to practice my officer safety techniques in regards to handcuffing safely as my officer safety course was at the initial start of training.	Practicing on colleagues.	Colleagues.	As soon as possible.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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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: **Laura Catherine Burnell**

(Learner, Electronic signature or type name)

Date: **29/11/2020**