



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Throughout my initial learning I have applied various coping strategies to develop my resilience and to minimise my stress levels. In this essay I will identify methods that I have implemented throughout my training in order to go on to discuss and make a comparison between these methods. The way in which I will do this will be based on Driscoll, 2007 model of reflection which is a simplistic three stage model questioning 'what?' which looks at an event or issue, 'so what?' which looks at providing an explanation on what was done in relation to the issue and finally 'now what?' which looks at reflecting upon what was done and what can be done next time (Nursing answers.net, 2018).

Using the reflective model, an identified issue within the policing profession is the impact that the role can have on police officers. It has been evidenced that through the exposure of high intensity incidents and general demand, the performance, physical and mental health and officers' ability to communicate with members of the public is negatively impacted (Queiros, Passos, Bartolo, Marques, Silva and Pereira, 2020). The challenging environment that officers are placed in often leave them vulnerable to chronic stress, burnout and compassion fatigue (Turgoose, Glover and Maddox, 2022). The Police Federation of England and Wales conducted a survey which found that 79 percent of officers have experienced feelings of anxiety and stress with 94 percent of those stating that the feelings were as a result of or enhanced by their job role (Mind, 2019).

In order to reduce the impact of this a variety of coping strategies can be adopted to develop resilience and minimise stress. Resilience is a term used in relation to an individual's ability to adapt and cope to a disturbance or challenging situation (Aburn, Gott and Hoare, 2016). The characteristic of resilience enables an officer to mentally prepare allowing them to process information and think strategically in order to make accurate decisions (Andersen, Papazoglou, Nyman, Koselainen and Gustafsberg, 2015). This is a key component within the policing role to achieve both organisational and personal success and growth (King, Newman and Luthans, 2016). Resilience is a learned characteristic that can be developed through an educational setting that is learning centred that is surrounded by a support group of colleagues, friends and family (McAllister and McKinnon, 2009).

Throughout my time in initial training the environment within working hours was learning centred focusing on my academic development. The vast majority of learning was based around offences and case laws meaning the volume of literature that was provided each day

was excessive. In an attempt to reduce these issues various strategies can be adopted to minimise stress levels, a way in which I did this was through socialisation. Within training itself I developed professional relationships with trainers as well as with other colleagues. Socialising with colleagues outside of work is important to allow you to take a break and change the environment that you are in. Forming relationships with people from within the workplace allowed me to seek support and guidance in relation to the work I was carrying out. Having these support networks from within the workplace are essential as often those that are working around you have a better understanding of the pressure that you are faced with but are also able to provide you with a different point of view or help you gain clarity around a particular issue (Murden, Bailey, Mackenzie, Oeppen and Brennan, 2018). I found that speaking to colleagues that were carrying out the same work as me useful and helped me improve my ability to deal with problems consequently, helping me manage my stress levels and develop resilience. I believe this was because it made me more self-aware as I was able to identify my strengths and weaknesses. Having discussions with my colleagues made me understand that each individual was finding a particular part of the course more challenging than others and we were able to support each other to achieve the same overall goal.

Another coping strategy that I adopted throughout training was participating in regular physical activity. Participating in physical activity has been directly associated with both psychological benefits such as reduction in stress and anxiety and an increase in mood and self-esteem as well as physical health benefits (VanKim and Nelson, 2013). Within the role of a police officer both the psychological and physical element is vital to carry out our role effectively keeping both ourselves and members of the public safe. Prior to joining the police I have always taken part in physical activity through different sports in particular, Taekwondo. During initial training I ensured that I continued to allocate time within the week to take part in this. Taekwondo is a high intensity sport that requires high levels of cardiovascular endurance due to its fast-paced environment. The training also consequently has a positive effect on well-being by increasing self-confidence and discipline (Rios, Marks, Estevan and Barnett, 2017). It is known for being a particularly disciplined sport, throughout the training you are required to remain focused and overcome any adversity that you face quickly within a dynamic environment. A recent study evidenced that regular training within Taekwondo has the ability to improve your cognitive functions, particularly enhancing reaction time and processing time (Rios et al., 2017). I believe that this has helped me become more resilient and minimise my stress levels by focusing my mind on another goal and creating an environment where I am challenged and required to make decisions, reflect on them and make further decisions based on this information instantly.

Each type of coping strategy highlighted in the above has its own benefits and has helped me in different ways. The social element within a professional setting enabled me to rationalise my thoughts and break down any concerns that I may have. I was then able to resolve these concerns using the social environment by gaining further support and guidance from colleagues around me. In comparison, taking part in physical activity enabled me to take my focus off the work-related stresses allowing me to enjoy taking part in an alternative activity with friends. Subconsciously this benefited my learning by enhancing my skills and ability to adapt to challenging situations. Although both coping strategies focused on differently elements and helped in different ways collectively, I believe that they have helped me become more resilient and allowed me to minimise my stress levels.

Word count - 1075

Task 2

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

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

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

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within the role of a police officer you regularly respond and deal with situations involving conflict, which can include verbally or physically aggressive behaviour. This is due to the frequency that police officers interact with members of the public but also the environment in which they are called to (Reemst, Fischer and Weerman, 2022). Often when police are requested an individual is in a vulnerable situation or a disturbance has taken place. Within this essay I am going to critically assess an incident which I have attended whilst referring to any legislation throughout. I will then go on to identify the social issues revolving the incident. This will then be followed by a reflection of the incident using Gibbs, 1988 reflective model to assess the effective use of communication skills used during the incident and how my actions were underpinned by theories involving conflict management within policing interventions.

Whilst on duty I received a call stating that a female had requested police assistance as her ex-partner had assaulted her and was currently outside the property banging on the door intoxicated. Whilst on the way to the property I requested further checks to be conducted on the property and individuals associated with the address to gather information to gain an insight into what I was attending. These checks indicated that the female was a repeat victim of domestic abuse. Under Section 1 of the Domestic Abuse Act 2021 domestic abuse can be summarised as when person 'A' and person 'B' are personally connected to each other, and the behaviour is abusive. The term abusive includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological, emotional or other abuse (Legislation.gov.uk, 2021). When me and my colleague arrived at the location, we knocked the door and identified ourselves as police however, there was initially no answer. At this point I was considering my options, one being using Section 17 PACE, 1984 which enables me to enter and search a property for the purpose of executing a warrant, arresting for an indictable offence, recapturing a person

who is unlawfully at large or for the purpose of saving life or limb or preventing serious damage to property (Legislation.gov.uk, 1991). Eventually this power was not required as the victim answered the door and invited us in. I searched the property to confirm that her ex-partner had left and there was no immediate concern for safety. I then sat down with the victim to gain an account from her regarding what had happened. Due to what had been disclosed I began to gather information from the victim to complete a Public Protection Notification (PPN), due to the circumstances a Domestic Abuse, Stalking and Harassment (DASH) questionnaire was also required in order to provide the victim with safeguarding and support using a multi-agency approach (HMICFRS, 2023). Whilst completing the DASH questions I heard a male calling the victim from the rear of the premises outside. As a result of this myself and my colleague left the premises and informed the victim to lock her door for safeguarding purposes. As I entered the rear garden, I located the suspect who was unsteady on his feet, slurring his words and appeared to be highly intoxicated. I attempted to engage with the male using the 5 steps appeal model (College of policing, 2020), I initially requested that the male complied with my requests and asked him to put down the bottle he was consuming. The male began to become irate and failed to acknowledge my simple appeal because of this and the male's level of intoxication I again requested the male to put the bottle down and went on to explain my concerns regarding him holding a potentially sharp object whilst being unsteady on his feet. The male continued to consume the alcohol which is when I attempted to make a personal appeal with him by informing him that the more alcohol he continues to consume and by failing to comply with simple instructions the longer he will remain in police custody to sober up. The male again did not seem to be phased by this personal appeal and the final appeal I made to the male was by asking him "Is there anything I can reasonably do to make you cooperate with us?" As I gave my final appeal the male attempted to leave the rear garden and go onto the street where members of the public were present. At this point I considered my options and contingencies which were to call for further units, continue using tactical communication or to use proportionate force. At the time I believed it was necessary to act using reasonable force to remove the bottle from the male's possession and to detain him as I was aware that there was a power of arrest under Section 24 PACE, 1984 due to me having reasonable grounds for suspecting that an offence had been committed (Legislation.gov.uk, 2022). I believed that informing the male of this could have led to him using the bottle as a potential weapon and allowing him to leave the contained area would have put members of the public at risk. Due to the wording of my final appeal my colleague was alerted that action was required and he moved forward to remove the bottle from the male. Once considering my powers and policies I went on to take the male to the ground using a police approved straight arm bar takedown, as the male was struggling I continued to use my tactical communication skills providing clear, simple instructions to the male to stop resisting and put his arms behind his back. With the assistance of my colleague, we placed the male in handcuffs and arrested him under Section 39 Criminal Justice Act, 1988 for domestic related common assault. This offence states that "It is an offence for any person to unlawfully assault or beat another" (Legislation.gov.uk, 1991). My use of force was covered under common law (CPS, 2019), Section 3 Criminal Law Act, 1967 and Section 117 PACE, 1984 (Legislation.gov.uk, 1991). Once the male was in handcuffs, he became compliant and as a result I adapted my communication style and I began to reassure the male and explain the reason behind his arrest and the process that would follow. With control being regained I was able to use active listening and build a rapport with the male, this enabled me to gain an understanding of his actions and assess his non-verbal communication by making comparisons with our initial arrival.

Domestic abuse has a great impact on social, economic, and public health issues (Cleaver, Maras, Oram and McCallum, 2019). In the year ending 2022 it was estimated that 2.4 million adults across England and Wales had experienced some form of domestic abuse, this equates to approximately 5% of adults (Office for National Statistics, 2022). The consequences of such actions can affect a victim's physical state following injuries obtained and lead on to chronic illnesses, sexually transmitted diseases, and unwanted pregnancies. Similarly domestic abuse can have an adverse effect on a victims' mental health causing them to develop post-traumatic stress disorder, depression, anxiety, and substance misuse. These issues highlighted are not focused on individually but should be viewed holistically due to the knock-on effects that each element can have on other elements of a victims life. Domestic abuse can have a significant impact on children living at a premise where their parents/guardians are experiencing domestic abuse. Irrespective of age and understanding a child's physical wellbeing, mental health and behaviour can be impacted because of what they see or hear. This can impact their adulthood consequently affecting the decisions and actions they are able to make (NSPCC, 2023).

There were no cultural, ethnicity or language issues identified in this incident due to all the individuals involved being white British citizens speaking English as their first language.

Gibbs (1988) created a reflective cycle that proposes that incidents should be retrospectively reviewed. The cycle consists of six elements which are as follows: description, feelings, evaluation, analysis, conclusion, and action plan. Within each element there are questions that can be proposed which prompts the user to break down the incident engaging their thoughts and feelings to analyse what has happened to make more informed decisions in the future.

Following on from the incident described I will use this model to breakdown the incident and reflect on the actions taken. When initially attending, I was feeling apprehensive as we were unable to locate the male outside the property as expected. When attending the address, we were focused on ensuring that the male was not inside the property therefore, we entered immediately ensuring the female was safeguarded with no immediate concerns. Although a complete search around the outside of the property was not completed and could have resulted in the male escaping, I believe this was the correct decision as our primary responsibility is to protect members of the public therefore, this took priority.

Once hearing the male and then entering the garden I was feeling calm and in control of the situation. I believe this was because me and my colleague were positioned in a way that enabled us to consider our options and remain at a safe distance until we felt it was appropriate and necessary to react. Following the 5 stage appeal enabled me to assess the situation and gather further information and intelligence based on the males verbal and non-verbal responses. This benefited us by providing me with the opportunity to attempt to build a rapport, calm the male down and gave him the opportunity to respond to the request given so that he was treated considerately. During the initial interaction with the male, I communicated with him in a calm and approachable tone of voice, the purpose of this was to attempt to get the male to replicate my attitude and reduce his level of anxiousness. Although initially this did not work, and my tone of voice and requests had to become firmer and more direct to achieve our aim reassessing the situation when the male was safely in handcuff allowed us to adapt again.

Overall, I believe that the incident was dealt with effectively and we were able to detain the male without placing ourselves, members of the public as well as the suspect in a dangerous situation. In future I will continue to focus on my tactical communication throughout incidents as I believe this is what helped us get into a position that allowed us to act safely.

To minimise the potential of conflict occurring it is important to have an understanding of how an individual's actions can impact the way in which another individual reacts to a situation. The Betaris box is a model that breaks this down and demonstrates the vicious circle of communication where a slight change from one individual can cause a continuation in the cycle. The model states that my attitude affects my behaviour which in turn affects your attitude going onto affect your behaviour (Revolution learning and development, 2023). The purpose of the Betaris Box is to help us understand how our attitude and behaviour can influence others. Understanding this will enable us to adapt the way we approach situations based on the desired outcomes. Often when arriving at an incident the environment is irate and chaotic making it difficult to gather information and assess the situation. Approaching the situation with the Betaris box in mind would often prompt us to enter with a positive mindset, using a calm and sympathetic tone of voice. The idea of this would be so that any members of the public in close proximity would replicate your behaviour allowing you to break the cycle, gain control and prevent any further escalation (Farmer, 2019).

The 'Drama Triangle' (Karpman, 1968) is a model displaying the dysfunctional social interactions involving a victim, rescuer and persecutor with conflict being central to all. It is important to understand each role and how we can resolve destructive interactions. The role of each element can be described as follows;

The victim is often left feeling helpless and trapped because of what has happened. They are unable to take responsibility for their undesired circumstances and put blame on persecutors. They seek advice and help from rescuers to solve the problem for them.

The Rescuer (police) intervenes on behalf of the victim to protect them from coming to further harm. They strive to help other people by becoming the victims resolution and often neglect their own vulnerabilities and needs.

The persecutor puts blame on the victim and criticises the assistance of a rescuer. They are often critical of others' actions by highlighting their faults but do not recognise the consequences of their own actions leading them to believe they are the victim (Lac and Donaldson, 2022).

Although different models and theories can be implemented throughout incidents it is important to consider the uncontrollable factors that may influence a person's behaviour such as stress, alcohol, drugs, and the general environment. I believe that being able to adapt and manipulate a model to best suit the situation and regain control is essential to achieve the desired outcome.

Word count – 2200

Task 3

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

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

Critically explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

When an individual is impacted by a crime that has taken place it is vital to provide them with support and ensure they are the focus point throughout the investigation. Providing this support and advice to victims enables them to understand and consider their rights and options, cope with the impact of the incident better and allows us to sustain their engagement throughout the criminal justice process (Momen, 2019). In March 2020 a response was made by the Ministry of Justice to a government consultation that took place concerning victims and the importance of providing the best service possible. The victim codes were established as a response, this provides victims with a clear list of the support that they are entitled to from each department within the criminal justice system (College of Policing, 2021). In this essay I am going to critically explore a policing incident that I have attended considering the victims code of practice and how I dealt with competing issues such as legalisation, social issues and language.

Whilst on duty I received a call where an individual had been sent insulting messages from a neighbour. Upon arrival at the location the reporting person explained how she had recently moved to the area and her children were playing outside their home address. A neighbour had objected to this and as a result messaged the reporting person via social media using racial language to insult her whilst stating that they are not welcome in the neighbourhood and should go back to the country that they came from. The reporting person was visually shaken and upset by this and due to her lack of understanding around British laws was concerned that the male would attempt to get her citizenship revoked. It was instantly identified that the neighbour had committed the offence of racially or religiously malicious communications. Section 1 Malicious Communications Act, 1988 states that it is an offence for a person to send another person electronic communication that is indecent, grossly offensive or a threat which causes distress or anxiety to the recipient (Legislation.gov.uk, 1991). In addition to this Section 28 Crime and Disorder Act, 1998 states

that an offence is racially or religiously aggravated if “at the time of committing the offence, or immediately before or after doing so, the offender demonstrates towards the victim of the offence hostility based on the victims membership (or presumed membership) of a racial or religious group” (Legislation.gov.uk, 1998). Due to the fact the offence was racially or religiously aggravated and the victim perceived it to be motivated by hostility or prejudice towards their identity the offence was classified as a hate crime. A hate crime is when an offender demonstrates hostility due to a person’s race, religion, disability, sexual orientation, or transgender identity (CPS, 2023).

Across England and Wales in the year ending 2022 there were 155,841 hate crimes recorded by the police which is a 26 percent increase in comparison to the previous year (Gov.uk, 2022). Although often each individual hate crime is targeted at one victim the effects of it is not limited to the immediate victim but also the wider community (Walker, 2018). In 2018 the University of Sussex conducted a hate crime project examining the indirect impact of hate crimes. Their findings suggested that those who have been made aware of a hate crime taking place in their community whether being directly, indirectly or through the media were left with increased feelings of anger, anxiety, vulnerability and sometimes shame. These emotions impacted their daily routine due to them increasing their own security by avoiding particular areas where they felt most vulnerable (Paterson, Walters, Brown and Fearn, 2018).

A victim of a hate crime may foresee barriers to reporting the incident to police. Extensive research around this has been conducted and summarised by Vergani and Navarro (2020) who identified five types of barriers to reporting crime. These were broken down into internalisation, lack of awareness, fear of consequences, lack of trust in statutory agencies and accessibility. Each of these categories were further broken down into indicators although this is an extensive list it is vital that particular ones such as language barriers, having a lack of understanding around the crime, being unaware of the support available to them and uninformed responses should be highlighted. As a police force it is officers responsibility to respond positively to allegations, signs and perceptions of hate and hostility. The barriers highlighted are of particular importance as to the code of practice for victims sets out rights that state each of the above should be addressed by police and not seen as a barrier. A policy has also been put in place to ensure that officers are complying to the standards set for prioritising the response and investigations to hate crimes (College of policing, 2020). Ensuring this is complied with can assist in reassuring the communities affected and help break down the barriers to reporting. Providing each victim with their rights will help inform the communities of the support available to them and the importance of reporting such incidents to police.

The code of practice for victims sets out twelve rights that victims of crime are entitled to. Under this code a victim is 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” (Gov.uk, 2021). These rights will not all be explored however, I will begin to explore those that were taken into account during the initial stage through the criminal justice system.

Within the victim codes enhanced rights are available for victims that are considered to be a victim of the most serious crime, persistently targeted or is vulnerable or intimidated. These enhanced rights enable the victim to be referred to a specialist support service, be contacted at a quicker rate following key decisions and have access to special measures. The incident that I attended was a hate crime which is classified as the most serious crimes. Due to this

I notified the local hate crime officer who identifies hate crime incidents and contacts the victim providing them with support and advice. This contact is vital to provide reassurance to the victims and build working relationships with the individual and their communities.

When I first arrived at the location the reporting person spoke limited English and was clearly distressed and was struggling to explain the incident to me. Within the victims' code of practice, it states that victims have a right to be able to understand and be understood and have the details of a crime recorded without unjustified delay. To ensure these rights were met and, in an attempt, to reassure the victim I contacted language line to request an interpreter in Arabic which was her chosen language. Using language line to assist, I was able to gain an initial account from the victim in a way that was easiest for her and was as soon as practicable without any unjustified delay.

Whilst explaining the circumstances to me the victim expressed her concerns that she had not long moved to Wales and had a lack of understanding of the criminal justice process in the United Kingdom. She had contacted a friend upset about the incident who directed her to contact the police however, she did not know what the next steps were going to be or what support she was entitled to. Complying with the right to be provided with information when reporting a crime and with the assistance of language line and other written language translation services I provided the victim with the basic details regarding the crime report including the crime reference number and my contact details. I then went on to explain to her that initially a statement would be taken from her and an investigation into the incident will be conducted. This may lead to the male being arrested, interviewed under caution and progressed through the criminal justice process. I sign posted the victim on how and where they could find further information about support services, the criminal justice process and their rights as a victim.

Throughout the investigation I made further use of language line when taking a digital witness statement and victim personal statement from the victim. Upon speaking to the victim, she was visibly shaken by the incident and was frightened to go out into the community following the hostility from her neighbour. At this stage I believed it was appropriate to explain that she had a right to make a victim personal statement. A victim personal statement (VPS) is a statement that allows the victim to explain how the crime has affected them whether being emotionally, physically or financially. The purpose of this is to assist the judge or magistrate when determining sentencing and to consider what additional support the victim would benefit from. Although in this circumstance the VPS was completed at the time of taking an incident statement the victim can request to make a further VPS to reflect the changing impact of the crime.

From speaking with the victim and obtaining a VPS from her it was clear that she had been significantly impacted by the crime and would benefit from additional advice and support. In the code of practice victims have the right to be referred to services that support victims and have services and support tailored to your needs. As stated previously the local hate crime officer was informed of the incident, in addition to this I submitted a victim focus referral form. Victim focus is a free service that is run to provide help and support to anyone that has been affected by crime. A victim will be contacted by staff and are offered immediate and long-term support to assist with them to cope and recover from the impact of the crime. This support can include supporting them with their emotions, answering any questions as well as providing practical support throughout the process (South Wales victim focus, 2023).

In conclusion, when responding to incidents and conducting investigation it is vital to ensure that the victims rights are met and they feel fully supported through the criminal justice system. I believe that throughout the incident I was able to take into consideration any issues that occurred and ensure the victim was treated equally and in accordance to the victims code of practice. Although this incident only made reference to the initial part of the investigation, as the investigation progresses and potentially goes through the court process further victim rights will become relevant and as the officer in case will again be my responsibility to ensure they are met.

Word count - 1776

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 a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within the role of a police officer you are required to make instant spontaneous decisions as well as slow time planned decisions based off incomplete or contradictory information. Making these decisions can become complex and the option you chose can have a lasting impact on the communities' trust in the organisation. There are a multitude of factors that must be taking into consideration when making decisions especially when these decisions can have an influence on members of the public and their life following the incident (Pyle, 2022). In order to assist with this and ensure the most appropriate option is selected the police have adopted the National Decision Model (NDM). In this essay I am going to critically assess a policing incident that I have attended and reflect upon my use of the national decision model and the code of ethics. I will go on to discuss how they impacted upon my decision making and responsibilities regarding the provision of CPIA when conducting the investigation.

Whilst on duty I received a call stating that the reporting persons stepbrother has driven to his property, got out of the vehicle, and has thrown a brick through the front living room window smashing the glass pane as well as the fish tank inside the living room. From my local knowledge I was aware that the property that had been targeted was a halfway house for the homeless to assist them in transitioning into more permanent living situation.

Based on the initial information provided I was able to identify that the offence committed was Section 1(1) Criminal Damage Act, 1971 as a person who without lawful excuse had destroyed and damaged property belonging to another person (Legislation.gov.uk, 1991). In the year ending in 2022 across England and Wales police received a total of 496,760 reports of criminal damage and arson which is a 3.3 percent increase from the previous year

(Crime rate, 2023). When a person is a victim of criminal damage it can leave them feeling distressed and worried in particular, when a victim's home has been targeted it can leave them feeling vulnerable knowing that their property is now insecure and they are now at a greater risk to further crimes (Supporting victims, 2023). As stated above the victims of the incident that I attended were individuals that have previously been homeless and have been provided with support from local authorities to shelter them. Although not always the personal and lifestyle characteristics of a homeless individual increases the chance of victimisation due to their perceived vulnerabilities (Scurfield, Rees and Norman, 2009). Following the support from local authorities' individuals living in halfway homes can begin to live a structured lifestyle whilst being in an environment that attempts to protect them from any potential risk of lapse or relapse (New life house, 2023). Being a victim of a crime that causes a loss to the individual can make it much harder for them to survive and hinder their ability to make it out of homelessness. This can be due to them feeling like another barrier has been placed in front of them consequently, reducing their motivation levels and want to regain a stable lifestyle (Bayne, 2019).

The national decision model that has been adopted by police is a framework that allows decisions to be examined and rationalised. The framework can be applied when making decisions in various situations including spontaneous incidents, planned operations, by a specific officer or team, as well as in operational and non-operational situations. Although the NDM is promoted as being primarily for decision making purposes it can also be used as a reflective tool to break down what decision was made and why, this enables future learning. Within the policing organisation an officer's decision will be supported even when the desired outcome is not achieved if it can be evidenced that the decisions were assessed and managed following the NDM in that circumstance. The NDM is made up of six elements the centralised one being the Code of Ethics which is a set of standards and principles set by the police to ensure all officers are working within the same professional guidelines (College of police. 2023). The following elements include gathering information and intelligence, assessing threat and risk and developing a work strategy, considering powers and policies, identifying options and contingencies and taking action and reviewing what happened.

Using the NDM I am now going to break down my attendance at the incident displaying how the NDM was used throughout. Once receiving the call outlined above myself and my colleague began to make our way to the location on an immediate response. Whilst on our way there I requested via the control room for further checks to be conducted on the property, the reporting person and the subject named. This allowed me to gather any information and intelligence that was stored on our data base providing me with a better understanding of what I was going to be faced with and any potential known risks. Once arriving at the location, the reporting person made themselves known to us and explained that he was in his property upstairs when he heard glass shatter. At this point he made his way to the front upstairs window and witnessed his stepbrother walk from the front of his property to his vehicle where the index was provided to officers. Using the index provided by the reporting person a PNC check was conducted on the vehicle, this provided us with further information regarding who the vehicle is registered and insured to along with the associated addresses. This information provided us with intelligence of which direction and location the male was likely to attend following the incident. Based on this information we identified that there was an outstanding suspect that could have still been in the immediate area. This posed a risk to us as officers, the victim and potentially other members of the public not knowing his location and his capability to commit further offences. Due to the

damage that had been caused the male was wanted under suspicion of Section 1(1) Criminal Damage Act, 1971 which gave us the power of arrest under Section 24 PACE, 1984 due to me having reasonable grounds for suspecting that an offence had been committed (Legislation.gov.uk, 1991). As the male was last seen driving a vehicle, we had to consider the possibility that the vehicle would have to be stopped under Section 163 Road Traffic Act, 1988 (Legislation.gov.uk). With this in mind we began to explore our options. We could have stayed at the property to take statements from the victim and attempted to locate the male at a later date. We could have conducted an area search for the vehicle in question in an attempt to locate the male. We could have requested for further units to assist with the outstanding actions. Based on the initial information and intelligence that was gathered we were of the understanding that the subject was feuding with the victim and with the victim's home now being insecure the priority was to safeguard him from any further harm. My colleague and I stayed at the victim's property to take statements from him and his housemate and await for a carpenter to attend and secure the premises. We passed observations over the air and created markers for the outstanding suspect and the vehicle he was potentially still driving. By doing this it provided information that the male was wanted to any officers that may encounter him. I believe this was the most appropriate option at the time as our priority was to safeguard the victim and with having no indication of where the male could have been upon our arrival attempting to conduct an area search would have left the victim vulnerable. By disseminating the information we had gathered the subject was located a distance away from the incident using ANPR and was subsequently arrested by my colleagues.

The Criminal Procedure and Investigations Act (CPIA, 1996) is statutory legislation that regulates the procedures of investigations and prosecution of criminal offences. Throughout an investigation the way in which a police officer must record, retain and reveal material gathered during an investigation to the prosecutor is governed by the CPIA. The Code of Practice to the CPIA defines a criminal investigation as "An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence or whether a person charged with an offence is guilty of it" (College of Policing, 2023).

Throughout an investigation you are required to record information in relation to the offence that had been committed in a way that is durable and retrievable. This can be done through photographs, video recordings, digitally or through a copy of the original. During the initial investigation some of the information that I collected included a witness statement from the reporting person, images of the damage caused, house to house around the immediate location and CCTV footage from neighbouring houses. During an investigation enquires such as house to house and speaking to witnesses may often provide us with negative information. As an officer it is our duty to explore all lines of enquiry regardless of what direction the information leads us, it is then our responsibility to record this information and disclose it to the prosecution.

As the investigation proceeds further information is required to be collected and retained, this list is extensive but can include crime reports, custody records, interview records and any material casting doubt on the reliability of a witness. This relevant information must then be retained following the CPIA, the length of time this is for is dependent on the situation and can vary significantly (Ministry of Justice, 2015). For example, the offence, stage and status of any legal proceedings and if the case is of special interest.

Due to the extensive amount of information gathered it is separated into three categories evidence, unused material and non-relevant material. Evidence is anything that assists an investigation such as physical evidence, forensics, digital material, witness statements and expert witnesses. Unused material is anything that is relevant to the investigation however, it does not form part of the evidence such as custody records and NICHE occurrence enquiry logs. Non-relevant material is anything that has been collected but does not relate to the offence under investigation. Prior to revealing the information to the prosecutor, it must go through the disclosure process which is separating the information that is required to be shared with the defence of the accused even if it is undermining the prosecution case. The purpose of disclosure is to ensure that a fair trial is taken place and failure to comply with this may jeopardise the case causing it to collapse (Hill, Cunningham and Ephgrave, 2023).

Although this reflection has used the NDM to structure the actions undertaken, the model is continuously used throughout an incident and is restarted each time any new information becomes apparent. Basing my decisions around this and other pieces of legislation enabled me to successfully deal with the incident and gather as much information as possible to assist with the investigation.

Word Count - 1863

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This compilation of this task shall be confirmed by the employer once independent patrol status is achieved.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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