



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

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	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:

In this essay I will be analysing the methods and strategies I have implemented to help me to improve resilience and minimise stress while completing initial police training. I will be using the "ERA Cycle" (Jasper, 2013), it contains three stages which will form the base structure of this essay. The initial stage, "Experience", will link to the stress that could be caused and the resilience you will need to cope with situations throughout police training. The subsequent stage, "Reflection", encompasses the effective ways of processing emotions surrounding the experiences I have gone through. The final stage, "Action", focusses on foresight, whereby having processed these emotions, I will then consider how future situations should be approached and what plan to proactively establish.

I personally became a police officer as I wanted to make a difference to other people's lives and be able to help. One thing that I didn't consider prior to before joining, was the fact that you encounter individuals when they are potentially experiencing some of the worst moments of their lives, which potentially can foster stressful situations. Hans Selye describes stress as "our body's response to any change, threat or pressure" (Selye, 1956).

Frequently working in intense situations can lead to a "normalisation" of high stress levels. Therefore, Police Officers have to develop resilience by finding ways to cope and alleviate stress (Miller, 2022). Resilience can be seen as having the ability to positively adapt, 'maintain or regain mental health, despite experiencing adversity' (Herrman, 2011). Throughout this essay I will discuss coping mechanisms I have used to help deal with stress and build my own resilience.

Boxing has been a passion of mine for the last ten years, from competing to coaching. The sport itself, helps to build mental resilience as it requires self-belief and the ability to control your emotions when stepping into the ring (Andersen, 2021). I find it to be a great stress reliever and mood lifter, this could be due to the sense of accomplishment, or the increased endorphins caused by the high intensity exercise. Punching something has also been found to help release repressed emotions, (Bozdarov, Jones, Daskalakis, and Husain, 2022), which may be key for someone involved in a policing role as your mind and emotions will need that release after dealing with challenging situations (Miller, 2022).

Boxing is an intense sport and over a long period, the high impact workouts had some negative impacts on my joints, so when I applied to join the police force, I also started lifting weights to look after my body and my mind. Weightlifting improves muscular strength and helps build a stronger body, which may be beneficial for the physical aspects of policing. It has also been proven to have 'substantial psychological benefits' and can help reduce, 'stress, anxiety and depression' (Hong MacShane, 2014).

When I am boxing, I am extremely focused, which provides an escape from the stressors of day-to-day life, whereas with weightlifting, the stillness and compact movements encourage the processing of emotions as I work out. Personally, the combination of the two sports helps to reduce stress and build mental resilience, whilst in the reflection part of the cycle.

Joining the police force has been a life-long aspiration that I thought had passed me by, however, when I applied at the age of 30, I could have never imagined how much I would enjoy the training. The level of enjoyment I experienced during the training course made me remarkably confident I had chosen the right path, however, this also meant I put an exceptional amount of pressure on myself and subsequently triggered some general anxiety.

Anxiety can impact sleep quality (Chellappa, and Aeschbach, 2022), and I developed mild insomnia, which was not something I had ever experienced before. Before turning to over-the-counter medication, I leaned into talking therapies. This gave me time to truly reflect on the experiences I was going through with the help of a professional, it also highlighted the fact I was lacking in self-belief when it came to my ability to perform in police training. I began journaling after my therapist's advice, to become more aware of my feelings and anxieties and to allow me to rationalise and ease any feelings of self-doubt. Additionally, just being more self-aware throughout the day, about my body language, (i.e. how I was standing, if I was tense) and taking a few deep breaths and changing the way I was carrying myself by standing up taller and relaxing.

At the beginning of the training course, I thought that being a very active person who regularly exercises, would mean I would be able to handle any stress that came with policing. While I do find boxing to be a great escape and weightlifting encourages a period of reflection for me, they alone were not allowing me to fully understand and process the new emotions and experiences. Therefore, I reached out to a therapist and have found that the combination of all three have really helped me to reflect and process properly.

Sometimes, policing does not allow you to attend the gym daily and after working a long shift you may not have the energy or time to exercise afterwards, fortunately, I now have a relationship with a therapist who is available for when and if I need to discuss and reflect on the experiences I have been through to be able to put plan in place and take action to help me grow and develop as a police officer and an individual, which is all part of the "ERA cycle" (Jasper, 2013).

Going forward my plan or "action" is to be more self-aware of my body and mind's needs, some days I have excess energy and/or frustrations and those are the times I need to go to the boxing gym and get that physical release. Other days I may have had a busy day and feel some residual stress, or I may have seen something unpleasant or sad and I may feel a weightlifting session will help me to reflect and process my emotions before I return home. There will also be periods going forward when I may experience something, and exercise alone may not be sufficient to relieve the feeling so it is in those times I will reach out and engage with a therapist to better understand and deal with these experiences.

(Word count = 1062)

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:

In this essay I will reflect on an incident involving conflict that I have been involved in at the beginning of my police career, I will critically assess my actions throughout the incident in an attempt to understand what worked and what I could have done better and what factors such as social and ethnicity influenced how the scenario played out. To aid in my reflection I will use the "ERA Cycle" (Jasper, 2013), which is made up of three stages: Experience, Reflection and Action and I will also evaluate theories related to causes of conflict such as Betaris Box. I have been placed in the 'Hub' for my first three months of training which means I interview defendants, gather evidence and prepare case files for CPS, so I have not had any physical conflict to deal with so I will use a verbal conflict I have experienced and consider how effective my communication skills were during this interaction.

Throughout policing conflict arises in many different forms and may be present at any incident that occurs. Conflict is when two individuals or groups have different/opposing views or opinions, and these are expressed negatively either verbally or physically, conflict can also occur due to misunderstandings or misinterpretations (Thakore, 2013). Police officers must be prepared to manage any conflict to which they have been called, members of the public who may behave confrontationally towards them and potentially, internal conflict caused by differences between colleague's own personal ethics and approach to the job. Officers must navigate all these different stressors in addition to adhering to police policies, procedures and constantly refer and consider the 'national decision-making model' as well as other codes of practices.

The incident I have chosen to focus on for this essay occurred on my first day at the Hub. The case I was given involved an allegation of harassment as defined in Section (2) of the act (Protection from Harassment Act 1997) and criminal damage as defined in Section (1) of the act (Criminal Damage Act 1971). The case is classed as a domestic abuse incident as it meets the criteria defined in Section (1) of the act (Domestic Abuse Act 2021), so additional measures have to be applied such as a public protection notice, which is a risk assessment that is completed and by the

attending officer and then shared with partner agencies so a decision can be made on what additional safe guarding and support is required.

The defendant was a white male who was originally from Ukraine and the victim was a black female who had moved from London to Cardiff. Language preference was considered for the defendant; however he spoke English fluently and did not require an interpreter.

I conducted the interview with the defendant, in line with 'Part V' of the act (Police and Criminal Evidence Act 1984), the defendant gave a no comment interview which meant he would be released on bail so more evidence could be gathered by police.

After the interview I had to ring the victim to update her on the case, in line with 'Section 32 - Code of practice for victims' of the act (Domestic Violence, Crime and Victims Act, 2004). 'The Victims Code of practice' sets out 12 rights that victims of crimes are entitled to, I cannot outline them all due to restraints of this essay, so I will just focus on the ones that were applicable to this occurrence. The most prevalent one was to make regular contact with the victim to update them on the case, when the incident has first occurred this could be several phone calls over the first couple of days as the case changes more rapidly at the beginning, as the case progresses the standard contact is every 5 days unless the victim has specifies otherwise or is eligible for an enhanced service, when calls would be made daily.

Aswell as an update I needed to ask the victim some questions from the bail application form, for safeguarding purposes and to ensure the victim feels heard and in control in line with the victim's code. My tutor also told me to ask the victim her ethnicity, in line with College of Policing Standards, police record the ethnicity of anyone they deal with for statistic and profiling reasons.

I called the victim, and I told her that the defendant had been interviewed and had answered no comment and was to be released on bail. Upon hearing this, she instantly became angry and began shouting that the whole thing had been a waste of time. I was able to calm the victim and proceeded to ask the questions from the bail application and then asked the victim what ethnicity she was, and she responded that she was 'Black, a Rastafarian'. I replied 'okay', and began typing her answer, it was at this point that she started shouting and became irate. Unprovoked, she asked why I was laughing, to which I replied that I was not laughing. The victim continued to insist, incorrectly that I had laughed at her response and stated that all police officers were racist. I assured her I had not laughed at her answer and was in fact typing her responses in to the computer system. I was eventually able to reassure the victim and end the call on a much more positive note.

This call is pertinent to ethnicity issues in the police world. The Independent Office for Police Conduct (IOPC) reported that from 2022 until 2023 discriminatory behaviour made up 3% (4,062) of all complaints logged, 56% (2,266) of these were allegations of race discrimination (IOPC, 2023). For decades there have been, riots such as 'The Brixton riots', reports such as 'The Scarman Report' and 'The Macpherson Report', the national debate and inquests after tragedies such as Stephen Lawrence's Murder (Leslie, 2020), all linked to racism within the police force. Not everyone in society views the police in a positive light and individuals from 'BAME' groups will rightly have opinions and concerns regarding the police that people like me, a white person may have never had to consider until going through police training.

It is important to note that a study carried out by the government around (Confidence in the police, 2021) showed that from 2017 to 2020 a lower percentage of people from Black communities felt they had confidence in their local police force. Even as recent as 2023, Jeremy Vaughan stated that "South Wales Police is institutionally Racist" so it is understandable why people from BAME groups may not trust police officers.

Society is influenced by what we see in the media, portrayed on television, in newspapers and now on social media. News outlets often cover negative stories involving police officers which cause people to lose faith in the police and question the legitimacy of the force (Intravia, Thompson and

Pickett, 2020). People are entitled to their own beliefs, bias and opinions about the police force depending on specific experiences. As officers we must be self-aware of our own unconscious bias, and we must also be prepared for other's reactions to the uniform.

When the call ended, I felt shocked about what had just occurred but upon 'reflecting' using the ERA model I was able to better understand and drive actionable learnings.

I used several communication skills whilst on the call, initially the victim did seem hostile towards me, so I began by asking general open-ended questions about how she was doing, when she stated she wasn't feeling great showed her empathy by telling her I understood that she is going through a difficult situation. I remained polite and professional and went on to explain to her the defendant had been interviewed and given a no comment response. When I mentioned the defendant was being released on bail with conditions, the victim became very upset and angry and began shouting that she considered the whole experience to have been a waste of time due to this outcome. At this point I considered my options and remembered my training and realised that I needed to remain calm in this situation, if I had also become angry and communicated harshly with the victim, it could have had a negative influence and we could have potentially become stuck in a cycle that would only escalate as Betaris Box theory suggest (Revolution Learning and Development, 2023).

Instead, I chose to block the cycle by responding positively to the caller, I again empathised with her and stating that I understood her disappointment but continuing to explain although the defendant was being bailed, that there were also conditions on that bail. This instantly disarmed the victim and broke the cycle, she apologised to me, so I was pleased with how I handled with this part of the call and was able to keep remain calm and remember how to act in this situation.

I then asked the questions from the bail form about how the victim felt and used my rapport building skills, I used active listening skills, and the caller opened up to me about the case and the relationship and confided that she struggled with mental health and alcohol abuse which is what made the active listening so vital. I responded by empathising with her and giving her the time to reflect on what had happened and talk about her feelings. As it was a telephone conversation, I was not able to use body language to help me portray active listening, so I used verbal affirmations while she spoke to engage with her. At this point in the conversation, I had become more relaxed as I had been using my rapport building skills. Due to this I failed to realise the weight of the final question regarding ethnicity, upon reflection I see now this was naïve and I had commenced the conversation without considering certain members of the public's perceptions of the police force.

Moving forward from this experience using the ERA cycle, after my reflection period I feel in the future I will put into 'action'; being more considerate and aware of everyone's different bias, opinions and preconceptions, especially in regard to the police force. To communicate calmly but firmly so I go convey all necessary information to a victim before they react. Consider how people from different ethnicities need to be treated differently and with more care and understanding due to police failings in the past. Overall, I think I handled the situation well using good communication skills as described above and there was also a great learning opportunity from this interaction. Betaris Box helped me in this situation. Put simply Betaris Box is a theory that suggest that our attitude and behaviour affect those around us, it suggests that if we act negatively or positively that will influence the way people, we are interacting with will respond (Mind Tools, 2023). In some situations that deal with lower levels of conflict this theory does work as I found out in this incident. However, in a more intense situation that has other impacting factors such as alcohol, drugs, or extreme emotions those of which police are often called to it can not be relied on solely. It is a good place to start with if things have not already escalated to the point where use of force is required but it must not be the only option officers rely on when attending a situation.

Another model that can be considered for conflict management is 'The Drama Triangle' which was introduced by Stephen Karpman in the 1960s. It is a model made up of three characters 'The

Victim, The Persecutor and The Rescuer'. During conflict situations the theory suggests that we unknowingly take on one of these roles. 'The Victim' is the role that feels hard done by, 'The Persecutor' feels righteous and vindicated and enjoys belittling the victim, 'The Rescuer' attempts to help the victim do things they are not able to do for themselves (McMahon, 2013). Although the rescuer sounds like a positive role, it in fact stops the victim from learning from their mistakes or being able to remove themselves from the situation, thus creating a repeat cycle. As police officers we must be able to help people in a way that enables mutual learning from situations and give power back to the victim to enable them to have the power to break the cycle.

Overall, I am grateful I got this experience so early in my career, although this conflict was not physical as it was a verbal interaction over the phone, it allowed me to exercise and develop an officer's greatest 'tool in their kit' their tactical communication, this is a vital skill I will need when dealing with and de-escalating conflict. Beginning in the hub and having most interactions over a phone or over a desk in interview rooms will really give me the chance to home in on this area of development and I will continue to self-reflect and grow.

2168 words

Task 3

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

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

Critically explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as legislation, 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 during the **investigative process**.

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:

Victims' rights are explained in 'The Victims Code of Practice' (VCOP) (The Ministry of Justice, 2020), which sets out 12 rights that victims are entitled to over the course of a criminal investigation and trial. Introduced as part of the 'Domestic Violence, Crime and Victims Act', the code ensures that victims are treated fairly and ethically, in line with legislation and that they are given the support they require throughout the process. It puts responsibility on members of the police force to ensure that victims are at the centre of investigations are not caused any more stress after already going through a traumatic situation. Throughout this essay I shall reflect on an investigation using the 'ERA model' (Jasper, 2013) and analyse how I was able to support my victim and deliver the relevant parts of the VCOP.

The experience I shall reflect on involves the offence of 'Taking without consent' as defined in 'Section 12' of (Theft Act 1968) and in this case relates to the taking of a car. A summary of the case is that a mother who I shall call Tracey stopped her car outside of a local convenience store and ran in to grab some sweets for her 20-year-old daughter, who I shall call Sam who was in the back of the car. While she did this, Tracey left the keys in the ignition and the engine running. While Tracey was inside the shop, the defendant in the case walked down the road past Tracey's car and upon noticing it was running, he jumped in and drove off. Sam began screaming in the back and the defendant made some verbal attempts to make Sam get out, but Sam was unable to get out of the car. Therefore, the defendant exited the vehicle and ran off leaving the car 200M down the road from where Tracey had originally parked. The suspect was identified by CCTV which was collected, disclosed and retained in line with 'Section 23' of The Criminal Procedure and Investigations Act 1996 (Ministry of Justice, 2020). The defendant was known to police and arrested later that day.

Both victim and witness in this case are white women who speak English, so there was no ethnicity or language issues that needed to be considered.

Sam is twenty years old, but her mother Tracey made police aware that she has severe autism and other learning difficulties which effects how Sams communicates. Autism has become much more prevalent in our society over the past two decades, a UK population-based cohort study to discover 'Time trends in autism diagnosis over 20 years' revealed there was a '787%, exponential increase in recorded incidence of autism diagnoses between 1998 and 2018' (Russell et al, 2021). Sam also has other learning disabilities which means she is classed as disabled under the definition of the (Equality Act, 2010) 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities' you are classed as disabled.

The (Equality Act, 2010) and (The Human Rights Act, 1988) applies to all public organisations including the police. The Equality Act classes disabilities as a protected characteristic, and in line with both acts, police must treat all people the same regardless of 'disabilities, race, age, sex, sexual orientation, religion or belief, gender reassignment or pregnancy and maternity'. Treating someone with a protected characteristic worse than another because of a protected characteristic is unlawful discrimination. Police officers get training about discrimination; however, they do not get specific training on how to deal with different disabilities. Although now they are so prevalent in our society most people have already had some experience around people with autism. My niece has autism, so I had some understanding and felt comfortable talking to Sam. However, having autism can put people at a disadvantage when dealing with the Criminal Justice System, had Sam not had such a good support network from her mother, there may have been struggles to understand her needs and Sam could have become quickly overwhelmed by the process.

The college of policing sets out (Ethical policing principles, 2024) that officers should use to make decisions, and during self-reflection. The principles ensure officers commit to the following: 'Courage, Respect and Empathy and Public services'. Throughout this interaction I used courage in the fact I was accountable for my decisions. I took pride in providing an excellent service to the public and working in the public interest, by going out to visit Tracey and Sam with my colleague, at Sam's grandparents' house as Tracey advised this is where she would be most comfortable, and I wanted to accommodate Sam's needs, it also meant that Sam's nan could sit in with her as her guardian while we took the statement. I thought this appropriate step to take, in line with ethical policing principles to provide an excellent service to the public.

I continuously showed the victim and witness respect and empathy; when I arrived at the house took time, to talk with Tracey and listen to how she was feeling about the incident. I met Sam and after a talking with her I was able to carry out a witness assessment and realised she would be eligible for special measures as she would be classed as a vulnerable witness under 'Section 16' of the (Youth Justice and criminal evidence Act 1999) due to her disabilities. I discussed this with Tracey and Sam, and explained to her what special measures were and how they could make giving evidence easier and less stressful, I told her we could apply for them, however they are not guaranteed as I didn't want her to have unrealistic expectations and together we agreed on which special measures would be most beneficial to Sam and why so this helped me to complete the form more effectively and help Sam get the best support.

I will now consider elements of the 'Victim's Code' (Ministry of Justice, 2020), that I used to support my victim and witness through the process.

Right 1 - States that victims are entitled to be able to understand and to be understood, this does not just apply to speaking different languages it includes anyone who may have difficulty understanding. When I took Sam's statement and spoke to her about the case, I used simple terms and avoided any police jargon. It is also in line with the standards mentioned from the Equality Act 2012 to ensure that Sam was given the same level of service as anyone else with out a disability would receive.

Right 3 – The right to be 'provided with information when reporting the crime', this starts with the 999 call. I then called Tracey and introduced myself when I was passed the case, I gave her my

work contact details, the crime reference number, explained my role in the investigation making her aware I would be managing the case from here and what was going to happen next. I explained things thoroughly to Tracey and let her vent to me for a long time using my active listening skills, as I wanted her to feel supported, in line with an ethical policing principle's.

Right 4 – 'To be referred to services that support victims and have services and support tailored to your needs.' I referred Tracey and Sam to victim support services, so they could be offered help and support, I have since spoken to Tracey and she made me aware that victim support actually sent someone over to the house to talk with her and Sam and they provided Sam with a panic alarm so she can have it in the back of the car with her as she is struggling with anxiety and panic attacks when in the car since the incident. I gave details of other support services that may be useful including, 'Citizens Advice Witness Services', 'Witness Chartered'. I also sent them a link to a useful online guide 'Support for Disabled Victims and Witnesses of Crime' which contains useful links and guidance.

Right 6 - Ensures that victims are to be provided with information about the investigation and prosecution, previously this has been something that officers have struggled with, due to busy and demanding schedules, that's why the VCOP is so important to ensure victims are not forgotten about and are kept at the heart of the criminal justice system. A survey carried out by the (Victims Commissioner, 2021) revealed only 42% of victims felt they had been treated fairly and with respect by the police, with many feeling their reports hadn't been taken seriously and there was a lack of action by the police. This is why victim updates are so important, I made sure that Tracey and Sam knew that the suspect was arrested and interviewed, what would happen next in regard to the court hearing. After the first hearing I phoned again to let them know that the defendant had not entered a plea and the date he would next appear in court. I explained he was released but with strict court bail conditions, and due to his other crimes, this included that he was not allowed to enter Barry which is where he had taken the car from and the victims lived, so this put them at ease. As we move forward towards the trial I will be in touch with Tracey and Sam as I have agreed with them only when I have relevant updates.

Right 7 - Victim Personal Statement (VPS). When I went out to visit Tracey, I explained that there would be the opportunity to write a VPS. Victim statements have been shown to improve victim satisfaction and help the judge contextualise the crime and its impact (Moffet, 2017). I think as this was explained from the beginning it gave Tracey time to think about it and she wrote a heartfelt statement that will be read out in court.

I explained to Tracey & Sam that in line with VCOP code 8 & 9 the witness care unit will give them updates about the trial, process, their role if required and the outcome. I also made Tracey aware that she can also contact me on my mobile if at any point she has any questions or concerns about the trial.

It is our duty as police officers to ensure we positively engage and interact with anyone who needs help and we do not discriminate against anyone and treat everyone fairly, in line with (Leadership standards, 2024) set out by the College of Policing. Victims play a vital role in the criminal justice system and if we do not treat them properly and make them feel respected and supported throughout the process, then they may not stay engaged with the process and they will be less likely to report crimes in the future. Therefore, it is vital we follow the VCOP and treat people ethically and in line with policing principles and policing standards. I feel like in this case I built a good rapport with both Tracey and Sam, I was able to accommodate Sam's needs and consider her feelings, whilst treating her with dignity and respect. I am proud of how I have communicated and engaged with them both and feel like this has gone along well with keeping them engaged in the process.

Word Count = 1894

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part 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 how this impacted upon your decision making and use of discretion within the **investigation**.

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:

I will use this essay to reflect on an investigation I have been involved in, I will use the 'ERA model' (Jasper, 2013) whilst I consider my use of the National Decision Making Model (NDM) and how this impacted my decision making and discretion in the investigation. It is part of a police officer's role to make autonomous decisions on a daily basis, you have to have the right information and knowledge. Everyone has unconscious cognitive biases that are impacted by our own experiences and the society we live in; we have to have some awareness of these as otherwise they can have a negative influence on criminal investigations and things like victim blaming can become an issue (Roach, 2023).

Discretion is a decision that has been made with lawful authority, following laws and legislation put in place to make ethically correct decisions. Discretion is critical in policing to allow the police to serve the public effectively and keep a relationship between the two. Police officers have to make professional decisions autonomously and be able to rationalise and justify why and how they make certain choices. (McCartney and Parent, 2015).

Officers are trained to make every decision using the NDM, regardless of situation, location or rank. Introduced in 2012 by the National Policing Improvement Agency (NPIA), the NDM is a cyclical process that differs from previous models, as it places the Code of Ethics (CoE) at its centre. This was added to the model in 2014 to ensure that when officers make decisions, they consider the values of the Police Service and meet the professional standards (Edwards, 2021). It also helps officers to make the correct legal decisions and use their discretion correctly.

The case I will be reflecting upon is one which involves a stalking allegation defined by 'Section 2A' of (Protection from Harassment Act 1997). The defendant is a 32-year-old white male, the victim is his co-worker, a 21-year-old female who is British but with Filipino heritage. The defendant has

been sending sexually explicit messages, making inappropriate comments, touching her unnecessarily, and it eventually escalated to him following her at 3am, standing outside her house and threatening her. The victim is very timid and was originally reluctant to report the crime, as the defendant claimed he had mental health issues, however after he began following and threatening her, she turned to the police for help.

I will now reflect on the use of the NDM and review how this impacted my decision making and discretion throughout my 'experience'.

The NDM is a cyclical process but the first stage I used was:

Gather information and intelligence.

In the Hub we are handed complex cases from response, so my first step was gathering statements from the victim, the response officers who attended the victims address for and the officers who arrested the defendant. I noticed that CCTV had not been collected regarding the incident of the victim being followed at 3am, therefore I tasked response to go and collect that footage. I seized the defendant's phones when he was brought into custody so these could be downloaded, however all messages had been deleted so these have had to be sent to the Digital Forensic Unit, awaiting those results could take some time.

I requested a PNC search on the defendant that revealed he had previous convictions for stalking, along with three restraining orders against him for different women. A study that followed a total of 148 stalking and harassment offenders from 2003, for a period of 2.5–13 years after their original conviction, assessed the frequency of repeat offences, revealed a total of 49% of the offenders reoffended during the follow-up period (Rosenfeld, 2003). This information meant that the case became high risk, in some cases past convictions would not be relevant however, this is a pattern of behaviour from the offender that has previously escalated and directly relate to the current case.

I interviewed the defendant and treated him fairly and with respect in line with the CoE. The defendant claimed that there had been a previous romantic relationship between the pair. The victim claims there was never any relationship, they were work colleagues only and she stated she never told him where she lived, however the claims from the defendant meant I had more evidence I needed to collect.

Assess threat and risk and develop a strategy.

Before I went to interview the defendant I assessed what threat and risk could affect me, the defendant had previously become obsessed with a female probation worker, so I ensured that at no point during the interview I revealed my first name so the defendant could not find me outside of work, I remained professional but did not become overly friendly as I needed to protect myself.

I must consider, if I release the defendant what risks does he pose to the victim and how can I safeguard her. I have to weigh up the fact that the defendant has not been violent before, but he does have previous for stalking and has made violent threats in the past. I know I am going to need to gather more evidence from the mobile phones which will take time, therefore I have to grant bail to the defendant.

Consider powers and policies.

I use my discretion and after considering my powers and police policies I put in place bail conditions, to ensure that the victim is safe guarded. I discuss my decision with my supervisor and tell him my reasoning and he agrees this is the right step to take. The bail conditions are not to contact the victim, not to attend at her address, or any place she is present and to reside at his own address.

Identify options and contingencies.

The other options and contingencies I consider are remanding the suspect in custody, however I do not have the full extent of the text messages and as the victim is not confident I don't feel I have enough sufficient evidence to take the case to court. I discuss the bail conditions with the victim and I feel conditional bail is sufficient safeguarding, because the victim will stay at her parents address and the defendant does not know where they live, also if the defendant breaches any of the conditions he can be brought back into custody.

Take action and review what happened.

The defendant is released, and I begin my investigation trying to collect as much evidence as I can, I am put in contact with the public protection team who are going to be helping me on the case and they will look after the victim to ensure all the necessary safeguarding is in place and the 'Victims Code' will be adhered to. I contact the employer as I need to clarify somethings for the investigation. Three days after the defendant was released, the manager informs me the defendant has been sitting outside of the workplace in his car when he has no reason to as he no longer works there. Reviewing what happened I feel the bail conditions put in place were not stringent enough and they needed to be more specific.

Because the victim is not in work, she was off with stress, the defendant technically didn't breach the bail conditions as the victim was not 'present', even though the defendant wasn't aware of this.

I have to now go back around the stages of the NDM model as the case has escalated, I gather all information available from the employer about the times, what shift the victim should have been on, who saw the defendant etc. I reassess the threat and risk, which I now feel is heightened as the defendant is clearly not taking the bail conditions seriously. I consider my powers and policies at this stage and I feel the defendant has breached his bail conditions so I could bring him back in, I discuss this option with my supervisor who informs me that if I bring him back in I only get three extra hours added on to the defendants original custody clock and as the victim wasn't actually present at the address I may not get the result I want. I consider what other powers and policies are available to me and know I can change his bail conditions; I realise I need stricter bail conditions, therefore I begin the process of changing the conditions.

CPIA

Throughout the investigation I have to follow legislation set out by (The Criminal Procedure and Investigations Act, 1996) (CPIA), which sets standards and procedures for investigations and regulates how information must be shared and disclosed between legal parties. During this investigation I take on several roles as outlined under CPIA, including; investigator, Officer in case and disclosure officer. The disclosure officer must ensure that all material is retained and produced in the case as either evidence or unused material, all relevant evidence must be disclosed to the prosecution as soon as possible to allow for a fair trial and all unused material must also be retained and listed so decisions can be made as to its relevance. I have ensured that I have kept any documents found, used or created, once my case file is created everything evidential will be exhibited in the file and I will list all material I think is non evidential in a document named 'MG6C'. T

This case is still ongoing as I have to wait for the phones to undergo examination before I can send my case to the CPS, reviewing what has happened so far though I feel I have learned that next time I use conditional bail as an option I would make sure the conditions are much more stringent so there is no way around them. Although the victim's safety was not jeopardised this time, had she been in work it could have been a different outcome. That aside, I do think I used the NDM well and have remained impartial when gathering evidence and making decisions and I now have a much better understanding of disclosure and following CPIA when conducting investigations. I shall continue to use the tools there to help us and policies to guide us and carry on my self-reflection to continue learning and growing throughout my career.

Word count = 1715

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.

I am on placement in the hub for the first three months of my training so I will not have independent patrol status by the time this workbook is submitted.

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