



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)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: __Christopher Hughes

Learner's University Registration Number:

2117671_____

**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.

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 particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Applying to become a Police Constable is not a decision that I made lightly. I am a 35 year old man with a wife, young son and a mortgage. At the time I had a relatively established career of over 10 years in Marketing for a large insurance company. This field is very different to Policing and as such my job role and homelife have changed entirely.

My previous job role mainly consisted of attending numerous 'Zoom' meetings to discuss the percentage of clients that had opened targeted mailings, and subsequently how many of these customers purchased a product from our website. Although on the surface seems relatively interesting, as time wore on the mundanity grew larger and larger. I also battled with this role morally. Part of my role was to look at what encouraged customers to buy and what didn't. We simply looked for ways to exploit people's anxieties and will to protect their way of life by 'selling' them insurance products. The arrival of Covid-19 was essentially a 'field day' as the general public's anxiety grew exponentially. Besides my moral concerns I had become isolated due to remote working and I was finding this was having a negative effect on my mental health. These factors coupled with not being challenged by the job role had left my position untenable. I had always been drawn towards public service but had previously been unsuccessful in my applications.

A change of career, especially when you have dependents and a mortgage can naturally uncover stressors, which in turn can increase overall stress levels. Increased stress levels can make it harder to concentrate and more difficult to make even the simplest of decisions. It can also make you feel more emotional, which can lead to losing confidence in yourself to complete your job, as discussed by Dr *Melanie Hill. (2020). Work-related stress* A well studied and documented way of reducing stress, is by increasing resilience as observed in the paper *Andrew Shatte . (2017). The Positive Effect of Resilience on Stress and Business Outcomes in Difficult Work Environments*. This study of 2063 individuals found that "*Workers with high resilience have better outcomes in difficult work environments.*" When considering if Policing is a difficult work environment, we need look no further than the website dedicated to recruiting officers. Here it says *HM Government . (2021). "it's (Policing) is one of the most challenging careers you can choose, being physically, mentally and emotionally demanding.*" Based upon these findings, I consider Policing to be a difficult and multifaceted career that requires high levels of resilience.

During my initial 6 months of learning following my attestation as a Police Constable, there have been numerous stressors that I have identified and had to positively 'deal' with in order to ensure I passed my initial 'Phase One' training. Some of these stressors include but are not limited to, learning a new and unique job role. Undertaking University work over 10 years since I graduated. Not working from home anymore, including working unsociable shift patterns. The weight of

expectation that I place upon myself and taking a significant financial pay reduction. As I have indicated above, this list is not exhaustive, but are some of the key stressors.

As we have previously discussed, stress can lead to significant, physical and mental impairment, so managing this stress by improving resilience is of paramount importance. The set of coping strategies I have implemented during my first six months is based upon the Robertson Cooper2021 Robertson Cooper Model.' This model groups key aspects that they determine are important when identifying resilience. These four groups are, Confidence, Social Support, Adaptability and Purposefulness. The characteristics of 'Confidence' are defined as *British Red Cross. (2020) Building realistic positive beliefs and attitudes about yourself and your ability to influence things for the better.* By using positive emotions, positive attitudes, self-belief, self-efficacy and optimism. The second of the four areas is Social Support., this is increased by improved self-awareness, Awareness of others, our empathy and sociability. This is defined as, '*Building a strong network of mutually supportive relationships and learning to seek help when you need it.*' The third area is Adaptability. The characteristics of this area are, intelligence and problem solving and ability to improvise. Finally Purposefulness, this is defined as '*Building a clear sense of purpose and values, working out what really matters to you now and for the future.*' The building blocks for this is, self control, conscientiousness, meaningfulness and a sense of purpose.

As someone who has previously battled poor mental health I am a staunch advocate for maintaining a positive outlook, positive emotions and importantly a level of self belief. In relation to the stressors I have experienced so far during my initial training it has been beneficial to approach them with these emotions in mind. This is evidenced by me simply completing Phase One training and moving onto Phase Two. It is also clear to me that this approach has been effective because I have not been left with a hangover of emotions or worries after passing through this stage. This is ultimately very important when moving into the second phase of the process. A study into 'Positive Emotions' identified ten key emotions and their effects on a person. They are not all relevant however Fredrickson, B, 2013 '*Gratitude - appreciating your good fortune*' '*Interest - encountering something safe with curiosity*' '*Hope - envisioning an improvement in your situation*' and '*Inspiration - being motivated by witnessing someone doing well*' have all helped me through deal with the individual stressors I have outlined.

As I have previously alluded to, I have suffered with poor mental health. This has led to an increased self-awareness and a mentality where I know I must work on and manage my mental health. A by-product of this improvement of my self-awareness is that I now have a greater awareness of other people and their needs. This has meant I've been able to build more mutually supportive relationships. An example of these mutually supportive relationships can be seen within my cohort during my 6-months initial training. As somebody who hasn't studied for over a decade, one of my major concerns has been undertaking University work. Whereas some of my colleagues who have recently completed their university studies were more concerned about entering the working world and leaving a studying environment behind. This means that we have been able to support one another in relation to individual stressors that we have been facing. By applying the Robertson-Cooper model I have been able to benefit from these mutually supportive relationships and in turn increase my resilience in relation to the stressors outlined above.

The third area of the Robertson Cooper model is Adaptability. Adaptability is responding to changing events which are outside of our control, managing the change and bouncing back from this change quickly and effectively. Adaptability requires intelligence, problem-solving and the ability to improvise. I also feel that to be adaptable you need to be able to draw upon positive emotions, attitudes and mutually supportive relationships like I have discussed above. Examples of being adaptable during my 6-month initial training are, during our first exam, or attempt at the first exam unfortunately University IT issues meant that we were unable to complete this exam. However

frustrating this was, it was nobody's fault and in order to ensure that I passed the exam I quickly moved on, adapted and ensured I passed the exam the following week. This IT issue was particularly difficult for myself to deal with as one of my main stressors, which I've highlighted above was the University work. I have not studied in this capacity for over a decade, however by drawing upon the positive emotions that I have built and lived by, and by discussing the issues we were facing as a cohort with my team I was able to quickly adapt and bounce back from the impact of this change.

The final element of the Robertson Cooper model is purposefulness. As I have mentioned, my previous job role did not provide me with a clear sense of purpose and I did not relate to the values, or feel what I was doing mattered to me, now or in the future. However, I believe policing has given me a new sense of purposefulness. I can relate to the values and I feel the work that I am doing matters not just to me, but also to the general public. Police work has provided me with a new sense of drive and a reason to work hard and with direction.

In conclusion, applying the Robertson Cooper model and using these coping strategies I have found an increase in my resilience in relation to the first 6-months of my police career. I am aware that resilience is not necessarily a tangible thing, but that each individual person has a resilience profile. This profile can be improved and more well-rounded by working upon the four key areas of the Robertson Cooper model. I believe that by applying this model to my first six months of training I have been able to complete and flourish, leaving me with a solid foundation heading into my policing career as a frontline officer.

Task 2

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

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

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

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

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

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

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

ANSWER:

An example of an incident that has involved conflict which I have played a significant role in and has required me to address social and legislative context drawing upon cultural ethnicity language issues drawn upon my training in relation to the ndm and also in act powers As a warranted officer.

I was called to an incident that required an immediate response, there were reports of a male potentially in a mental health crisis and he had been exhibiting aggressive, threatening and delusional behaviour. The male in question was being housed in a homeless shelter and had discussed with staff and residents that he believed he was the son of God and that people should bow down and worship him. Furthermore, he believed that people dressed all In black had been sent to harm him, and he had indicated that if he saw somebody dressed all In black he would have no choice but to attack them to protect himself.

The male had been diagnosed with ADHD, schizophrenia, low mood and depression. As a result he has been a long-term user of prescribed medication in order to manage these conditions, however he had not been using his medication for around 6 weeks and was

reported to be a user of the recreational drug Spice. The report that was received from the control room indicated that the male had been acting aggressively in a public place outside of the homeless shelter and had been wielding a large broomstick in a manner that could be construed as a weapon. He had also been in various states of undress, all the while ranting about people dressed all in black and imploring people around him, to worship him as the son of God. He had reportedly left the area and entered the city centre where officers were monitoring CCTV cameras and they had witnessed him exposing his genitals, and acting in a manner threatening to the public. The male in question had warning markers for violence mental health and assault police. All of this information helped me with the first stage of the National Decision Model.

College Of Policing . (2014). "Police decision making is often complex. Decisions are required in difficult circumstances and are often made based on incomplete or contradictory information. In addition, police officers and police staff are sometimes required to make decisions in circumstances where those involved deliberately mislead or try to mislead them. It is, therefore, not surprising that sometimes the decision does not achieve the best outcome. To help everyone in policing make decisions and to provide a framework in which decisions can be examined and challenged, both at the time and afterwards, the police service has adopted a single, national decision model (NDM).

All of the information that I have prior to my arrival at the scene falls into the first section of the NDM which is, 'Gather information and intelligence'. Information is simply information which is obtained. Intelligence is information which has been subject to evaluation and risk assessments in order to assist us in the decision making process. Information and its different sources can be defined by the mnemonic SHACKS: Seen, Heard, Actions, Conversation, Knowledge and Smell.

Based on the information I had received prior to my arrival I was expecting a heightened and potentially dangerous situation for the public, the male and the police. When arriving on scene due to the black clothing worn by police officers the male became aggressive and started using threatening behaviour. He was clearly very concerned by our presence and said that he felt threatened. He kept asking who had sent us and were we going to kill him?. He was rambling incoherently at times and kept trying to undress himself so he could become 'invisible'. Based on the behaviour being displayed by the male, plus the information provided by the control room regarding his mental health and possible drug use, I made the assessment that he needed to be detained under Section 136 Mental Health Act 1983.

*Gov.UK. (2017). If a person appears to a constable to be suffering from mental disorder and to be in immediate need of care or control, the constable may, if he thinks it necessary to do so in the interests of that person or for the protection of other persons—
(a)remove the person to a place of safety within the meaning of section 135.*

When referring back to the National Decision Model, I have assessed the threat and developed a working strategy, this completes the second stage of the model. When assessing the risk I asked myself the following questions:

*College Of Policing . (2014) Do I need to take action immediately?
Do I need to seek more information?
What could go wrong (and what could go well)?*

What is causing the situation?
How probable is the risk of harm?
How serious would it be?
Is that level of risk acceptable?
Is this a situation for the police alone to deal with?
Am I the appropriate person to deal with this?
What am I trying to achieve?
Will my action resolve the situation?

This is based upon the information and intelligence that was available to me. I attempted to use tactical communications with the male, to reassure him that we were here to help him, however he did not seem able to comprehend this, and myself and three other officers made the decision to exercise our Section 117 powers under the Police and Criminal Evidence Act 1984, to use a reasonable amount of force to place him into handcuffs. I explained that he was being detained under Section 136 of the Mental Health Act 1983 and that we would be taking him to a place of safety. During this section of the incident we have had to make a quick decision in order to safely bring the incident to an end. In order for me to do this I have had to Consider my Powers and Policy, which is the third section of the NDM and then Identify Options and Contingencies. By considering the use of force in order to physically bring him under control and then to detain him under Section 136 MHA I have considered the following options.

College Of Policing . (2014) What police powers might be required?
Is there any national guidance covering this type of situation?
Do any local organisational policies or guidelines apply?
What legislation might apply?
Is there any research evidence?

I have also identified my options and contingencies in-line with the fourth section of the NDM. As an officer I have a positive obligation and a duty of care to the public. This means that the decision I make to resolve the situation must be made with the thought of causing the least amount of harm. I have considered the following:

College Of Policing . (2014) the options that are open
the immediacy of any threat
the limits of information to hand
the amount of time available
the available resources and support
their own knowledge, experience and skills
the impact of potential action on the situation and the public
what action to take if things do not happen as anticipated

When using the NDM at the centre of all the decisions made we must consider the Code Of Ethics.

College Of Policing . (2014) The Code of Ethics sets out the policing principles that members of the police service are expected to uphold and the standards of behaviour they are expected to meet. Many forces have their own values statements which are complementary to the Code of Ethics.

Throughout a situation, decision makers should ask themselves the following questions.

College Of Policing . (2014) Is what I am considering consistent with the Code of Ethics?

What would the victim or community affected expect of me in this situation?

What does the police service expect of me in this situation?

Is this action or decision likely to reflect positively on my professionalism and policing generally?

Could I explain my action or decision in public?

We led the male to the Police vehicle and he was conveyed to the local 136 suite. Due to the threatening behaviour displayed by male and his aversion to being detained in the Section 136 suite, myself and another officer remained with him to ensure his well being and the well being of the hospital staff. Hospital staff at the 136 suite deemed the male not fit for detention and released him back into the public. As we did not have any confirmed offences and the homeless shelter were not willing to make a complaint the male was free to go about his day. The shelter was clear that he was not welcome to return however in order to safeguard the other residents. I ensured that the male was well aware of this fact and he assured me that he had a different pace he could sleep for the evening and that he would not be returning to his previous shelter.

Around 60 minutes later I received a call of a disturbance occurring at the same homeless shelter in relation to the male returning and not being permitted to enter. He had again begun exhibiting the same behaviour and was threatening staff. Myself and colleagues attended the scene and needed to consult our Conflict Management Skills. Four elements of this are:

College Of Policing . (2020). situational awareness, including awareness of the impact factors that may affect the likelihood of officers/staff and the public using force

emotional awareness and self-regulation

active listening

verbal and non-verbal communication and negotiation skills

On the way to the call I placed a phone call to the 136 suite and discussed with them the male. They indicated that he had been assessed already and that if he was not displaying any different behaviour, or escalations of previous behaviour, that he would not need to be brought to the suite for a further assessment. This narrowed our choices in terms of decision making and developing a working strategy and considering the policies and powers available to me at the time. Again the homeless shelter did not have any complaints to make and there were no perceived victims so in terms of legislation we were very limited in what we could do.

Based on our limited options we identified a contingency and I made the decision to detain the male using the Common Law power of 'Breach of the Peace' "

College Of Policing . (2018) This is committed when an individual causes harm, or appears likely to cause harm, to a person, or in that person's presence, to his/her property, or puts that person in fear of such harm being done through an assault, affray, a riot, unlawful assembly or other disturbance.

The basic principle is that a police officer may take reasonable action including arrest to stop a breach of the peace which is occurring, or to prevent one which the police officer reasonably anticipates will occur imminently. Reasonable action may also be taken where a breach of the peace has been committed and it is reasonably believed a recurrence of the breach is threatened.

Using the NDM and conflict management skills, I attempted to communicate with the male in order to convince him to leave the area and end his pattern of behaviour. However, this was unsuccessful and he became aggressive. As a result, the male once again was detained physically by officers and this time he was conveyed to the local custody suite for breaching the peace. Upon his arrival in the custody suite however, the male began to calm and became very placid and compliant. Based on his behaviour towards the Custody Sergeant, they believed that his 'breach' had ended and his detention was not authorised. Based on that decision I engaged with local homeless shelters in order to try and find the male a bed for the night. Luckily, a local shelter was able to accept the male and we conveyed him to the alternative shelter. I also spoke with the local mental health team and they arranged for the male to speak to the following day and for a new medication regime to be looked at in order to bring the male out of his crisis.

Evaluating the decision to use force in both of these incidents I feel is relatively simple. Taking into consideration the National Decision Model and ensuring the Code Of Ethics is at the centre of it ensures that you are never far away from a competent decision. In the case of the individual above, conflict resolution tactics were engaged, in terms of verbal communication and negotiation skills. The male was not amenable to this and he was continuing with his pattern of aggressive and unpredictable behaviour. Based upon this assessment it was safer for the male, the public and officers for him to be detained. This decision was made with the males human rights in mind and also was not made alone by one officer. This was made by a team of officers, making a decision at an active incident after carefully considering the options available and assessing the threat level. Upon evaluating the decision which is Section five of the NDM, Take Action and Review What Happened. This section is further broken down into four separate headings of Action>Record>Monitor>Review. Recording is paramount as this provides a rationale for decisions and also provides a comprehensive account for what has led up to, influenced decisions and the outcome of those decisions. Reviewing is also important because if mistakes are made we can learn from them or we can tailor our approach based upon the expected and real life outcomes.

Task 3

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

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

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

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

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

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

ANSWER:

An example of a Policing incident in which I played a significant role with the offender, witnesses, victim and the victim's family is as follows. I was called to an incident by the Victim of a possible domestic assault. The victim had alleged that her husband became enraged during a domestic argument and had then escalated the situation by physically punching her in the face and kicking her in the stomach. Upon arriving at the address my colleague and I observed the female who had bruising to her lip and she was visibly upset and had been crying. Her husband was in the property and was unhappy with our presence and was insisting that nothing had happened. The female had one grown up son who was 19 and was in the property at the time of the alleged incident. There was also a council worker in the property at the time of the alleged incident who was working in a downstairs bathroom. Once my colleague and I had established who the relevant parties were we then proceeded to put some physical distance between the alleged victim and suspect and also the female's son who was a potential witness to the incident. I discussed what had happened with the alleged suspect and he explained he had lost his keys to the front door, and his wife had refused to give him her set which had led to an argument with raised voices, but that no other physical altercation had taken place. He was very annoyed by our presence and he had insisted that his wife had blown the whole issue out of proportion and that she was 'crazy'.

I also spoke to the female's son. He insisted that his mother had blown the whole incident out of proportion and that actually she was the party that was in the wrong. He claimed that his mother had

started the argument and had intended to fight it by shouting and had then threatened to call the police. He claimed that his father had remained calm throughout and did not strike his mother. When I asked both the Father and Son how the female had sustained an injury consistent with being punched in the face, they both claimed that she had caused the injury to herself as a cry for attention. This narrative was put forward to myself I believed, in an attempt to discredit the victim and paint her in a poor light.

I spoke with the Victim away from both the husband and son and she insisted that our control room had got it wrong and that nothing had happened in the property. She claimed that she had not called 999 and that it must have been a neighbour making a malicious call. I questioned her on this point as the reporting person was herself however she insisted this was not the case. I used my radio to contact the control room who listened to the 999 call and indeed it came from the female and in the background two male voices could be heard and there and they were shouting at the female. I asked a female how she had sustained the injury to her lip and she insisted that she had slipped and bumped her face causing the cut and bleeding. Furthermore she admitted that there had been an argument, but that she was at fault and that her husband and son had done nothing. I again asked her why it was reported that she had been kicked but she denied that it was her that had made the call.

The control room to run relevant checks on the property and the involved parties to see if there was any pattern of behaviour. The control room Informed me that there had been numerous calls to the address whereby the female had reported domestic abuse and violence at the hands of both her son and her husband. Both the son and husband had been arrested for domestic related violence previously but had never answered any charges as the statement of support had always been withdrawn. Had there ever been any other Witnesses in the past a victimless process was unable to take place. Based on the evidence that had been received so far and by discussing with my colleague we were both of the opinion that the original call description was closer to the truth and that a domestic related incident had occurred but that the female was now unwilling to cooperate with officers. At this time we were unable to complete the understanding as to why she was uncooperative however we both felt that this was out of fear. Furthermore the call is related to a family of Somali heritage, where traditionally the female's independence and freedom to make choices varies depending on the attitude of her husband. And as such we felt that this cultural issue was making it more difficult for the female to make a complaint. We both decided that rather than asking the husband and the son to leave the property we will try and convince the female to come with us to a safe place where she could receive some respite and consider her options in an environment when she did not feel under pressure.

I discussed with the female my concerns to which she insisted were baseless however, when I asked her to accompany myself and my colleague to a local station so we could have a conversation in a different environment she seemed very keen on that idea. As my colleague and I left the property with the female both the husband and son became irate. They began shouting at my colleague and me and they shouted at the female in a foreign language. They physically tried to stop the female leaving, to which myself and my colleague had to adjust our approach accordingly. At this point we considered their actions to be full and active resistance. And using the NDM may have considered it reasonable to physically push both parties away into the property in order for us to be able to leave with the female. As we were leaving the property in the police vehicle a council vehicle arrived and a female council worker was waving at it. Due to the height and situation at the property I requested the council worker followers to the local station.

Myself and my colleague took the female to replace the safety name with the local police station. Upon our arrival my colleague and I took a first account of the incident from the council worker, she provided a very different account to the one that we received from the Victim and the suspect. She said that the male had verbally and physically assaulted the female by screaming in her face and by punching her in the lip. He also kicked her in the midriff whilst she was at the top of the stairs. The council worker was very concerned for the victims well-being and was happy to provide us with a witness statement to help with any possible prosecution. The third party witness also said that the son was culpable and was supporting his father during the incident.

When I presented this account to the victim she broke down and was visibly very upset. She said that it was not the first time that something like this happened but that it was the first time that police have been called. She did however say that in her culture it was quite commonplace for women to be treated in a way that could be perceived as derogatory to a white person. She said that if she made a complaint it would be much worse for her then if she didn't. She was concerned that if she made disclosures to us regarding all of the things that go on in the house, she would be asked to leave the property and ostracised by the wider community. When pressed on these disclosures she discussed that she was not allowed to see or speak to anyone outside of the Somalia community and she was already in fear of returning home. She had been threatened with being thrown out of the family home with no money and no access to see her children. She explained that she had a young daughter of primary school age and that she had been told she would not be able to see her again. She had been told that she was not allowed to work and that her place was in the home and when she had previously brought up the possibility of enrolling in an adult education class she was verbally abused by both her husband and son. The victim was adamant that she was unable to provide a statement due to fear.

Based on the information she had provided me I printed out a copy of the Domestic Abuse Intervention Programs . (2017) *Duluth Power & Control Wheel* along with a print out of the Domestic Abuse Intervention Programs . (2017). *Duluth Equality Wheel*. I handed her a copy of the 'Power and Control Wheel' and asked her to read through it and identify if there were any aspects of the wheel she felt correlated with her life. Based on the events earlier that day, she identified that she is a victim of Physical Violence, which makes up one half of the outer ring of the wheel. She then identified that she also suffered elements of the inner circles of ' Using Intimidation', 'Using Emotional Abuse' 'Using isolation' ' Using Male Privilege' and 'Using Economic Abuse'. CPS . (2017). *Section 76 of the Serious Crime Act 2015 - Controlling or Coercive Behaviour in an Intimate or Family Relationship* says:

"An offence is committed by A if:

A repeatedly or continuously engages in behaviour towards another person, B, that is controlling or coercive; and

At time of the behaviour, A and B are personally connected; and

The behaviour has a serious effect on B; and

A knows or ought to know that the behaviour will have a serious effect on B.

A and B are 'personally connected' if:

they are in an intimate personal relationship; or

*they live together and are either members of the same family; or
they live together have previously been in an intimate personal relationship with each other.
There are two ways in which it can be proved that A's behaviour has a 'serious effect' on B:*

*If it causes B to fear, on at least two occasions, that violence will be used against them - s.76 (4)(a);
or*

If it causes B serious alarm or distress which has a substantial adverse effect on their day-to-day activities - s.76 (4) (b)."

Based on the offence detailed above and further study I have completed I believe the victim is also being subjected to Coercive Control. A useful study to note in relation to this offence is. Claire Verney . (2020). *How to Recognise Coercive Control " This pattern of behaviour can include manipulation, degradation, gaslighting and also monitoring and controlling the person's day-to-day life from whether they can see friends and families, to what activities they can undertake and what clothing they can wear."*

However, the victim believed that the way she was treated was completely normal and that this incident alleged to have happened today was an isolated one. In order to try and show the victim the elements of a 'normal' or aspirational relationship I decided to show her a copy of the 'Equality Wheel' Domestic Abuse Intervention Programs . (2017). *"The Equality Wheel was developed not to describe equality per se, but to describe the changes needed for men who batter to move from being abusive to non-violent partnership. For example, the "emotional abuse" segment on the Power and Control Wheel is contrasted with the "respect" segment on the Equality Wheel. So the wheels can be used together as a way to identify and explore abuse, then encourage non-violent change."*

I again asked the victim to highlight areas of the 'Equality Wheel' which she believed were elements of her relationship. Unfortunately, she was unable to highlight any areas of the equality wheel that she felt matched her with her relationship. This stark difference, I believe, opened her eyes to the abuse she had been receiving.

Based on the information the victim now had, she was supportive and wanted to complete a supporting statement. Due to the sensitivity of the details, she felt more comfortable to provide this to a female of Somali heritage. I was able to arrange this for her and as a result of her disclosures during her interview I was able to engage 'Women's Aid' and ultimately she was placed into emergency housing. Furthermore, I was able to arrest her husband on suspicion of Section 76 of the Serious Crime Act 2015 - Controlling or Coercive Behaviour in an Intimate or Family Relationship and Domestic Related Common Assault.

As part of the incident I submitted a high risk PPN and followed the South Wales Police positive action model. Part of this was to make a referral to the Superintendent to request a DVPN (Domestic Violence Protection Notice.) J Djanogly. (2011). *A DVPN is an emergency non-molestation and eviction notice which can be issued by the police, when attending to a domestic abuse incident, to a perpetrator. Because the DVPN is a police-issued notice, it is effective from the time of issue, thereby giving the victim the immediate support they require in such a situation. Within 48 hours of the DVPN being served on the perpetrator, an application by police to a magistrates' court for a DVPO must be heard. ADVPO can prevent the perpetrator from returning to a residence and from having contact with the victim for up to 28 days. This allows the victim a*

degree of breathing space to consider their options with the help of a support agency. Both the DVPN and DVPO contain a condition prohibiting the perpetrator from molesting the victim.

A DVPO was requested on the victims behalf and we were able to protect this victim for a period of time whilst she decided what actions she wanted to take in the long term. As this is a victimless process, it also protects the victim if they do decide to withdraw support at any time.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

An example of a policing incident where I have played a significant role with an offender and victims is as follows. At the start of my tour of duty I was called to an emergency incident whereby a male had caused criminal damage to a pane of glass in the front door of a local dentist surgery. The male had initially been shouting obscenities outside of the surgery whilst a member of staff was opening up in the morning. The male made threats of violence towards a member of staff, saying that all the people who worked there were evil and they were "going to get what is coming to them." He then picked up a Small Part of broken brick and threw it through the pane of glass on the front door to the building, smashing both pieces of glass in the double glazed unit. The member of staff locked the door from the inside and called 999. Whilst the call was being made to the operator the male then started shoving dirt and pieces of brick from a skip next door through the letterbox of the property causing the letter box to break.

As this was an emergency call I was on the scene within 10 minutes of the call being placed, unfortunately the male had already made off. I took a brief description of the male and completed an area search with another unit. This search unfortunately was negative and I returned back to the scene to take further details and establish the facts. By this time the owner of the business had arrived. He was able to provide CCTV from outside of the building, upon reviewing the CCTV he was able to identify the perpetrator.

The subject was a previous employee and a child that the owner had sponsored. The male who was now a young adult, had been sponsored by the owner through tutorship for exams and had received financial help whilst in University. He had also been a previous employee of the owner and had worked at the property that he had damaged. Unfortunately, whilst in University the male began to take recreational drugs and this had aggravated a previously unknown, underlying psychological condition. He had begun to suffer from schizophrenia and was not engaging with mental health services.

The CCTV showed clearly the actions the male had taken and after consulting NICHE, I was able to identify possible addresses for the male. He had warning markers for mental health. As part of my duty as a constable I need to deal with offences in a proportionate manner and also take the least intrusive approach to resolving issues if possible. Due to the manner of the relationship that had once been held between the victim and the subject, I discussed with the victim if he would be willing to engage in a process of Restorative Justice. RJC Patron: HRH The Princess Royal. (2016). *Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. This is part of a wider field called restorative practice.* Because the acts committed by the suspect had not been of a violent nature and because he had not committed any other offences in the past 12 months I felt that if the victim was amenable to the idea of restorative justice in this case this could be suitable. Restorative justice. The benefits of a Restorative Justice approach are as follows.

Abbotsford Restorative Justice and Advocacy Association,. (2001). *Benefits for the victim:*

Having a voice in more meaningful accountability for the person responsible

Having a chance to be heard and understood

Being able to express the impact of the crime, and the losses and harms sustained

To ask questions and to receive information that can assist in closure and healing

Benefits for the responsible party:

The difficult, but important act of taking direct, personal responsibility for the offense

The opportunity to experience, express and demonstrate genuine remorse

The opportunity to make amends and provide restitution in a timely way

The opportunity to learn from their experience

The opportunity to put the offence behind them and move on with their lives through making meaningful amends.

Restorative Justice is...

Timely (much quicker than a court process)

Proportionate and fair to both harmed party and person responsible

Based on accountability and repairing harm

Based on the voluntary participation of harmed party and responsible party (non-coercive)

Works toward resolutions that include a specific restitution plan with follow-through

An intervention that has a high success rate in reducing recidivism (re-offending), because of the impact of having to face the victim and take responsibility.

The victim was amenable to the process, however he and we set acceptable parameters for the process. He wanted to firstly receive the money for the cost of the repair, which he believed to be in the region of £200. He also wanted an apology from the suspect, either written or in person. He favoured this mainly as even though offences had been committed he didn't want to criminalise the male if he did not have to. However, he did make it clear that if the male did not agree to those terms, he was happy to provide a 'loser' statement and CCTV as evidence. I believed this was not unreasonable and visited the male at the address that we had listed for him on NICHE.

I proceeded to the males address that we had listed and the door was answered by his mother. She was very shocked to see Police standing at her door and had no idea what had happened earlier that day. I explained that we needed to speak to the suspect and she informed us that he was in the garden of the property. Using section 2 of the College Of Policing . (2014). National Decision Model, 'Gather Information and Intelligence' I discussed with the mother how the male's mood had been and if she knew of any incidents that had occurred today. She was not aware but had said that she felt he was in an unusual mood and was concerned about his mental health. She said that he was clearly frustrated by something and had been having outbursts. She had said that he was in the garden but had been pacing up and down muttering to himself. Based on this information I 'assessed threat and risk and developed a working strategy'. I would enter the garden via a side gate and my colleague via a back door from the house, this would cut off any obvious routes for him to make off. We would use our tactical communications in the first place and try to reassure him that we were not there to arrest him, in the first instance. I proceeded to the rear of the property via the side gate and as soon as the male saw myself and my colleague he attempted to make off over the rear fence of the property. The fence was high and there was a drop on the other side and we were unsure how high that was. The male was attempting to climb the fence, however this was proving unsuccessful. I called out his name and was trying to reassure him with my tactical communications. However, this was having no effect and he was continuing to try and climb. Based on the information I had at the time I assessed that the threat the male posed to himself was high. Also If he was able to jump the fence and was uninjured the threat of his escape was high. Based on that I approached the male, using my tactical communications with the intention of physically preventing him from making it over the fence. I considered my power under Section 117 PACE 1984 HM Government . (2017). *Power of constable to use reasonable force.*

Where any provision of this Act—

(a) confers a power on a constable; and

(b) does not provide that the power may only be exercised with the consent of some person, other than a police officer, the officer may use reasonable force, if necessary, in the exercise of the power. As I got near to the male he jumped from the fence and turned on me in an aggressive manner. I took a few steps backwards in order to give myself a reactionary gap and assess the male. He had a rock in his right hand and he cocked his arm as if he was preparing to throw. Using the mnemonic College Of Policing . (2022). 'PLAN' I considered that using my PAVA spray to be proportionate, legal, accountable and necessary. I took my spray from my vest and shouted 'SPRAY' as I gave a short blast to the males face. He dropped the rock and fell to his knees shouting that his eyes were burning. At that point I ensured the male was no longer in danger and then arrested him under suspicion of the offence of Criminal Damage CPS . (2021). 'Section 1(1) Criminal Damage Act 1971 - A person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged, shall be guilty of an offence. Due to the nature of his actions and his continuing verbal tirade I now did not feel it was proportionate to consider a restorative justice process. Following the caution, the male said words to the effect of ' Those fucker's had it coming, they're lucky I didn't burn the building down.'

I conveyed the male to the local custody suite where his detention was authorised and I explained that there were some investigations that needed to be completed prior to the males interview. Custody also needed to arrange a solicitor for the male. The investigations I needed to complete prior to interviewing the suspect consisted of, witness

statement, losers statement, CCTV enquiries, house to house and any further lines of enquiry that presented themselves. Part of my obligations as an officer under Criminal Procedure and Investigations act (CPIA 1996) are to follow all lines of enquiry, regardless of whether this leads to the suspect or not. I completed the investigations and also exhibited my body worn video due to the nature of the arrest and the significant statement that was provided at the scene.

Bearing the following quote in mind, College Of Policing . (2013). *“Just as there is evidence on behalf of the prosecution so there may be evidence on behalf of the prisoner which may cause a doubt as to his guilt. In either case, he is entitled to the benefit of the doubt. But while the prosecution must prove the guilt of the prisoner, there is no such burden laid on the prisoner to prove his innocence and it is sufficient for him to raise a doubt as to his guilt; he is not bound to satisfy the jury of his innocence.”* I compiled the pack of evidence that would be put to the accused in interview. Prior to the interview taking place I met with the accused’s solicitor and performed disclosure.

This pack of evidential material was compiled and then disclosed to the males solicitor prior to interview. As per the Police and Criminal Evidence Act 1984 Code C note B *officers must Home Office . (2020). must give the arrested person (and their legal representatives) enough information to make sure they understand they have been deprived of their liberty, the allegations against them and the reason they have been arrested.*

Pre interview disclosure was performed in line with:

Home Office . (2020). *“On a MG6A form, you must:*

- inform the person of the nature of the suspected offence: o for example, a broad but to the point summary of the evidence and the number and identities of those involved along with the place and time where the alleged offence was committed*
- Page 26 of 64 Published for Home Office staff on 10 February 2020*
- o you must avoid vague or technical language*
- include in the grounds for arrest an explanation of the conditions which made the arrest necessary*
- include a summary of the evidence against the suspect: o set out the specific issues you wish to address and tell them you will not necessarily restrict the questions to those areas*
- o inform the legal representative their client has previous convictions or bad character if appropriate*
- provide when applicable copies of any evidence you wish the suspect to consider and which you wish to question them on*
- make sure pre-interview disclosure is enough for the purposes but not too lengthy or detailed because of the constraints of the custody clock and the need to interview*
- make sure the legal representative signs the MG6A and it is kept by the investigator*

It is best practice to audio record the disclosure as well as issuing the MG6A.”

During the course of this incident I constantly referred back to the policing values in order to ensure I was acting in accordance with the policing values. I also paid close attention to any kind of bias, unconscious or otherwise I may have and ensured that they did not affect my decision making in this matter. As per the Competency and Values Framework for policing (CVF) College Of Policing . (2017). I have ensured that throughout the investigation and the incident itself I have been transparent, impartial, and acted with integrity and public service at the forefront of my mind. I have had the code of ethics at the middle of my decision making process and always referred back to it when using the NDM.

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Improving proactive policing approach	Observing and by practising. Ensuring that GOWISELY is firmly developed in my mind.	Experienced members of my team	1 year
Improving case file preparation	Further practise and exposure to complex case files and incidents	Placement within the HUB and CID.	1 year
Preparation of GAP files	Further Practice and more exposure to GAP files.	Placement within the HUB and other policing experience.	1 year

--	--	--	--

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.

A

Andrew Shatte . (2017). The Positive Effect of Resilience on Stress and Business Outcomes in Difficult Work Environments. Available: <https://pubmed.ncbi.nlm.nih.gov/28002352/>. Last accessed 25th June 2022.

Abbotsford Restorative Justice and Advocacy Association,. (2001). Benefits of Restorative Justice . Available: <http://www.arjaa.org/benefits-of-restorative-justice>. Last accessed 4th July 2022.

B

British Red Cross. (2020). *Building Resilience* . Available: <https://redcross.teamsandleadership.net/expert-guidance/empowering-people/building-resilience>. Last accessed 26th June 2022.

C

College Of Policing . (2014). National Decision Model . Available: <https://www.college.police.uk/app/national-decision-model/national-decision-model>. Last accessed 4th July 2022.

College Of Policing . (2020). Conflict Management Skills . Available: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>. Last accessed 6th July 2022.

College Of Policing . (2018). Core principles and legislation. Available: <https://www.college.police.uk/app/public-order/core-principles-and-legislation/core-principles-and-legislation>. Last accessed 6th July 2022.

College Of Policing . (2013). Investigation introduction. Available: <https://www.college.police.uk/app/investigation/investigation-introduction>. Last accessed 4th July 2022.

College Of Policing . (2017). Competency and Values Framework for policing. Available: https://d17wy4t6ps30xx.cloudfront.net/production/uploads/2017/09/Competency-and-Values-Framework-for-Policing_4.11.16.pdf. Last accessed 6th July 2022.

CPS . (2017). Controlling or Coercive Behaviour in an Intimate or Family Relationship. Available: <https://www.cps.gov.uk/legal-guidance/controlling-or-coercive-behaviour-intimate-or-family-relationship>. Last accessed 6th July 2022.

CPS . (2021). Criminal Damage. Available: <https://www.cps.gov.uk/legal-guidance/criminal-damage>. Last accessed 4th July 2022.

Claire Verney . (2020). How to Recognise Coercive Control. Available: <https://www.dvact.org/post/how-to-spot-coercive-control>. Last accessed 4th July 2022.

College Of Policing . (2022). Tactical Planning . Available: <https://www.college.police.uk/app/operations/operational-planning/tactical-planning>. Last accessed 4th July 2022.

D

Dr Melanie Hill. (2020). Work-related stress . Available: <https://www.bupa.co.uk/health-information/mental-health/stress-workplace>. Last accessed 25th June 2022.

Domestic Abuse Intervention Programs . (2017). Wheel Information Center . Available: <https://www.theduluthmodel.org/wheels/>. Last accessed 4th July 2022.

Domestic Abuse Intervention Programs . (2017). Wheel Library . Available: <https://www.theduluthmodel.org/wheel-gallery/>. Last accessed 4th July 2022.

Domestic Abuse Intervention Programs . (2017). Understanding the power and control wheel . Available: <https://www.theduluthmodel.org/wheels/faqs-about-the-wheels/#why-equality-created>. Last accessed 6th July 2022.

E

F

Fredrickson, B, 2013, Positive Emotions Broaden and Build, Advances in Experimental Social Psychology -
<https://redcross.teamsandleadership.net/expert-guidance/empowering-people/building-resilience>

G

Gov.UK. (2017). Mental Health Act 1983 . Available: <https://www.legislation.gov.uk/ukpga/1983/20/section/136>. Last accessed 6th July 2022.

H

HM Government . (2021). Is Policing Right For Me . Available: <https://www.joiningthepolice.co.uk/is-policing-right-for-me>. Last accessed 25th June 2022

HM Government . (2017). Police and Criminal Evidence Act 1984. Available: <https://www.legislation.gov.uk/ukpga/1984/60/section/117>. Last accessed 6th July 2022.

Home Office . (2020). Interviewing suspects . Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/864940/interviewing-suspects-v7.0.pdf. Last accessed 6th July 2022.

I

J

J Djanogly. (2011). Domestic Violence Protection Notices (DVPNs) and Domestic Violence Protection Orders (DVPOs) Guidance. Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575363/DVPO_guidance_FINAL_3.pdf. Last accessed 6th July 2022.

K

L

M

N

O

P

Q

R

Robertson Cooper . (2021). What is resilience? . Available: <https://www.robertsoncooper.com/blog/what-is-resilience/>. Last accessed 26th June 2022.

RJC Patron: HRH The Princess Royal. (2016). What is restorative justice?. Available: <https://restorativejustice.org.uk/what-restorative-justice>. Last accessed 4th July 2022.

S

T

U

V

W

X

Y

Z

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Christopher Hughes (Learner, Electronic signature or type name)

Date: 6th July 2022