



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

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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Learner's University Registration Number:

FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

Since being attested as a Police constable in South Wales Police, and the initial 6 months of learning I undertook, I have learnt that putting strategies in place to develop resilience and minimise stress is crucial to enjoying a successful career, but also beneficial to reducing the risk of an unhealthy lifestyle; physically and mentally. Below I will be discussing coping strategies that I used during learning to develop my resilience and minimise stress.

Over the initial 6 months of learning it was clear to see the demands of the job which are placed upon a constable, whether it is understanding the law and legislation, or the pressure of taking away another person's liberties. With this comes enormous pressure, and stress. Stress can be defined as "a non-specific response of the body to a demand" (Selye 1972). Selye (1972) states that the physiological stress reaction is the body's response to changes, threats, or pressure put upon it from outside forces or from within. The world health organization states that to some degree everyone experiences stress, however it is the way we respond to that stress that makes a big difference to our day to day lives and overall wellbeing (World Health Organization, 2023).

The American Psychological Association have defined resilience as the human ability to adapt in the face of tragedy, trauma, adversity, hardship, and ongoing significant life stressors (Newman 2005). Research states that resilience is a process, not a trait, and it is the ability to cope and adapt in the face of adversity and/or to bounce back and restore positive functioning when stressors become overwhelming (Padesky et al., 2012). When comparing both items of research, the common theme is being able to adapt to stressors that are influencing the body. Building resilience can be beneficiary to individuals in the long run due to it being able to help protect them from various mental health conditions such as anxiety and depressions (Mayo Clinic.org, 2022). If a person is resilient, they have the capability to transform their experiences and mentality to focus on the future rather than dwell on the past (reviseonline.com), as a result of this, the person is less likely to develop unhealthy coping strategies that may create further issues down the line. Relating this to a police constable; the demands of the role don't allow you to dwell on past mistakes, and that resilience can only be developed when we actually experience setbacks and obstacles and work through them (McEwen, 2011). McEwen also states that personal characteristics such as adaptability, flexibility, independence and effective problem solving skills assist us with building our level of resilience. Each of these characteristics are those that a Police

Constable requires to successfully carry out their duties, therefore building resilience is essential within the role.

During my training I decided to focus on my physical health and exercise to reduce my levels of stress. A coping strategy which I undertook during my initial training was I picked up running as a sport. I started running to identify how far I could push my body to the limits physically and mentally. I knew my body was capable of running certain distances, however I was unaware if my mental toughness would allow me to achieve greater distances. This was an area I knew I had to work on. McEwen presents a resilience model which incorporates 4 elements: mental toughness, physical endurance, emotional balance, and purpose. The physical endurance element focuses on the need to take care of our bodies in the way we know that we should. It involves good nutrition and exercise (McEwen, 2011), therefore stating exercise is fundamental to building resilience.

Another coping strategy which I used during my initial six months of training was attending the gym three to five times a week. These sessions would consist of strength training and conditioning sessions. I chose going to the gym as a coping strategy as it is something I enjoy doing, and I feel comfortable and relaxed in the environment. Studies show that regular exercise can bring changes to your body, metabolism and your heart, and that it has a unique capacity to exhilarate and relax, to provide stimulation and calm and to counter depression and dissipate stress (Harvard Health, 2020). This has been verified in clinical trials among endurance athletes that have successfully used exercise to treat anxiety disorders (Harvard Health, 2020). Sachs identifies specific benefits of running as a way of managing stress, these being: it releases tensions from daily life, aids in building a stronger healthier body which contributes to a better stress filter, it creates a sense of competence and control, it provides a time for creative problem-solving and difficult decision making, and it provides an opportunity to heighten fine-tuned awareness of the body (Sachs, 1982).

After participating with both coping strategies side by side, I believe they benefitted each other. Running alone was a mental challenge with myself, pushing myself to achieve greater distances and quicker times over those distances. This activity certainly increased my resilience over a period both physically and mentally. Running alone relaxed me, and didn't put me in a difficult environment that I needed to positively adapt to, thereby I wasn't stressed. Going to the gym three to five times a week made me physically stronger and healthier, also feeling very comfortable in the environment. As stated above, exercise has proven to have a unique capacity to relax, counter depressions and dissipate stress, and has successfully been used to treat anxiety disorders. Therefore, identifying the coping strategies I have used benefitted me during the initial 6 months, and will carry on building my resilience and minimise my stress during my career.

Word count: 948

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.

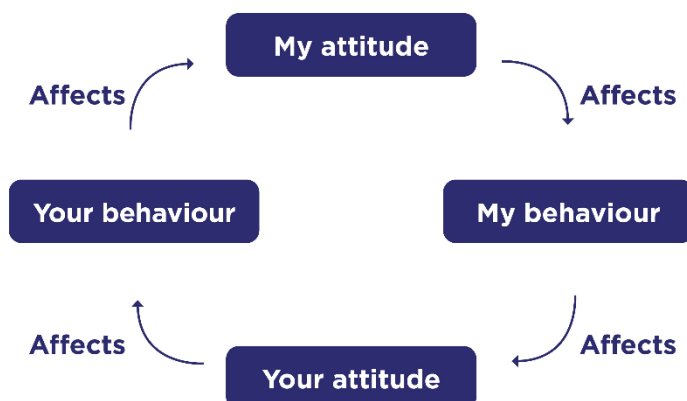
Consider the use of effective communication skills that you used within the incident.

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:

Below I will be discussing an incident of conflict, and how I used verbal and non-verbal communication skills to manage the incident. I will also be evaluating a conflict theory model and reflect how that was used during the incident. Within previous roles prior to becoming a police constable, management of conflict was a daily occurrence, however not to the degree of conflict seen within the police role. Although tensions would rise sometimes within previous roles, it was essential to remain calm in these situations as the Betari's Box model explains how someone's attitude and behaviour can have an effect on another person's attitude and behaviour. The model describes how people can get locked in to a viscous or virtuous circle of communication, based on how their attitudes and behaviour responds to each other (College of Policing, 2020).



It was critical in understanding that my attitude towards a person affects their attitude and getting us caught up in a circle of communication. Often, not rising to their attitude and behaviour had a positive outcome on the conflict. During an incident of conflict I will be discussing and reflecting below, it will detail how my attitude and behaviour was affected by a male's attitude and behaviour towards us, and how I had to adapt my approach to manage to the situation.

Within my initial couple of weeks as an operational response constable, I dealt with major conflict in response to an emergency call coming through relating to an ongoing domestic disturbance at an address in my area whilst in company with my colleague. The initial call alleged that a male had punched his female partner to the face. Therefore, prior to attending the address we were aware of the allegations. Due to the nature of the call being domestic violence and South Wales Police having a policy that positive action is required, me and my colleague knew an arrest of the male was required. Furthermore, warning markers for the male informed us of his aggressive nature towards police, and information off other colleagues also confirmed the male's attitude towards police due to a previous interaction with a couple weeks before this incident. We had discussed that on arrival to the address, me and my colleague would remain outside and wait for assistance from other members of our team.

On arrival to the address which was a block of flats where the disturbance was reported, me, and my colleague both heard aggressive shouting coming out of the window from a second floor flat. Because of this, I knew we could not wait for support, as the female who was in the flat with the male could have been in danger and exposed to further harm. The decision was made to enter the building with only us two before assistance could arrive due to the potential threat. We entered the block quietly with a fire key to make sure the male was unaware of our arrival, which didn't give him time to prepare for us to enter. On making our way upstairs to the flat, we could see the flat door was open. As we entered property, the male came towards us from the living room.

Under the Police and Criminal Evidence Act 1984 an officer may enter a building or premises in order to save life and limb, we had grounds to believe that the suspect male in the property was a threat to the female, therefore we entered the premises.

The College of Policing states that under section 17 of the Police and Criminal Evidence Act 1984, a constable may enter and search any premises to:

- Execute an arrest warrant, arrest or recapture a person on any premises,
- Save life and limb or prevent serious damage to property. (College of Policing, 2013).

Me and my colleague both entered the property with a calm approach to the male, so that he wouldn't escalate. Although we were aware of his warning markers, and positive action of an arrest would be happening, we remained professional and spoke to him calmly trying not to affect his attitude. As the suspect male approached us, we explained to him immediately that he was under arrest on suspicion of Domestic violence common assault. We used verbal communication and told the male to put his arms behind his back so we could apply handcuffs safely and correctly. I was within my rights and could justify the use of force to apply handcuffs to the male as he posed a threat to us, the female and himself. The use of force comes under Section 117 Police and Criminal Evidence Act 1984, which states a constable has the power to use reasonable force in carrying their duties.

Section 117 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. (Legislation Gov).

My colleague placed a cuff on his right wrist while I held his left to fully apply the handcuffs, however this had a negative reaction from the male and his behaviour immediately escalated as he started to resist the arrest and attempted to make off from us further into his flat. At this moment, I reverted back to verbal communication using orders such as “stop resisting”, “get on the floor” and “do as I say”, however these communications were ineffective as the male refused to cooperate and we had to resort to our officer safety training techniques. I took the male to the ground where he continued to be aggressive. I don’t believe that the male had any intention to cooperate with verbal communication from identifying his attitude and behaviour towards the police and supporting factors of misuse of alcohol and drugs. This is when I became aware of how important effective safety training techniques would be in this situation.

During this incident I was continuously utilising the National Decision Making Model to identify the most effective and beneficial solutions to deal with the situation. My situational awareness was fundamental in dealing with this incident as I had to assess the threats posed from the male, and having to assess any threats from the female who was still in the flat. Due to being in the male’s flat I was unaware of my surroundings and any dangers within his flat, but at the moment the male tried to make off into his flat, I assessed that he may be entering the kitchen and potentially grab a weapon to use against us, therefore my decision making to continue the use of force, was justified, and now my reasonable force had become greater. As the male was still resisting arrest, and we were struggling to detain him, me and my colleague decided the next process would be to use our appointments. We communicated this between us, and as a result of being in close quarters, pava spray was the best option for us. While my colleague was reaching for the appointment, I now became in full control of the male. With me being the only hands on the male, I continued my verbal communication with the male as it became louder and more assertive, telling him to stop resisting or he will be sprayed. I also made sure my safety techniques were effective so the male couldn’t harm

my colleague. The use of pava spray was ineffective as the male continued to resist and behave aggressively towards us.

The male resisted and we struggled to detain him effectively for approximately 5 minutes due to his aggressive behaviour towards us. The male fought his way back up on to his feet multiple times, and was able to push us into corners of the corridor. Although he was assaulting me, my communications continued with the male even though they weren't being heard, and I stuck to my safety techniques. I remained calm and lawful throughout the incident. Assistance arrived from the rest of the teams across the east of the city, and the male was successfully detained with the help of other officers.

In this situation, I feel that the Betari's Box model was unsuccessful to begin with as me and my colleague entered calmly and professional subconsciously knowing the male was going to escalate his behaviour and aggression towards us. Unfortunately, due to the calmness from us and the aggressive behaviour from the male it resulted in both me and my colleague being assaulted. However, his attitude and behaviour affected ours, resulting in us both having to put hands on the male. I quickly established that matching his behaviour and aggression would be the effective process of restraining the male. Although Betari's box model explains that my attitude and behaviour effects another person's attitude and behaviour. In this incident the male's attitude and behaviour affected ours into positive and effective attitude and behaviour. Therefore, being able to adapt to the model is beneficial, and not to solely focus on the pattern of the model and understanding that it is not always negative if our behaviour and attitude is affected by another person's.

After analysing the incident and my actions taken throughout, in my opinion, I managed the conflict and situation to the best that I could. Although it resulted in an assault on my colleague and myself, we were able to control the male in a safe manner and restrict him to a small area of the flat where he had no ability to harm us with any objects or weapons. I believe this was down to continuously utilising to the National Decision Making Model. I was aware of possible threats within the flat, I considered my powers and utilised them in proportion with the situation, I also identified available options to minimise the threat, I then acted appropriately in relation to what was happening in front of me and the male's behaviour and actions. The male's behaviour and aggression were best managed by non-verbal communication and having to act in response to his actions. Unfortunately, the continuous verbal communication we used with the male didn't have any effect on him. I don't believe this was because the choice of words we used were wrong or not appropriate, it was because

of his perception of the police, and whatever was said to him he was going to escalate his actions. I believe the verbal communications I used such as ordering him to stay on the floor, to put his hands behind his back and to stop resisting, would be an effective skill in my next conflict situation. Therefore, I would continue with the verbal communications I used, but I would also take the non-verbal communication safety techniques knowing they would be effective, and on another person, a hands on approach may not be needed because I believe that my verbal communications would be the most effective to manage the situation.

Word count: 1844

Task 3

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

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

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

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

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

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

ANSWER:

Below I will be discussing an incident which I attended to where competing issues such as language and legalisation were dealt with, and the process used to overcome the challenges I faced. During the course of this incident, I had to overcome a language barrier with the subject male which involved the use of an interpreter over the phone, contact had to be made with immigration in relation to understanding how to deal with the male, an arrest of the male had to be made, and throughout, the application of our core principles of ethics, equality and diversity was at the forefront of the procedures.

I initially received a call regarding a male who was refusing to leave a service station and attempting to gain entry to the shop. This call was out of my sector; however, the originating sector had no available officers to attend. Due to the nature of the call being an aggressive male refusing to leave, my colleague and I assisted along with another unit and headed towards the service station. Upon arrival and turning in to the services, we noticed a male who matched the description given to us, but he was sitting calmly and quietly outside the shop on the floor, which made me and my colleague question ourselves whether this was male in question. Once we stepped out of the van, the worker from inside the shop clarified to us that this was in fact the subject male.

The first question I asked the male was “what has been going on tonight?”, to which he ignored and stared at me with a confused and frightened look on his face. I have then proceeded to ask him his name to which he further ignored with the identical look on his face. At this moment we established that the male didn’t understand English, nor could he speak English. Our next option was to type “what’s your name?” onto our phone and see if he could understand this. We demonstrated giving our names to him by pointing at ourselves and saying our names to him. This process seemed to work as he managed to understand

and give us his name. Our next question was to establish where the male was from so that we could use google translate in his language to explain what was happening. We established that the male was from Kurdistan, and he spoke Kurdistan Sorani, therefore we initially used Google translate to gather his details while we contacted an interpreter over the phone to assist us with the process. The use of an interpreter was only fair for the male, so the procedure could be explained to him, and for him to be able to explain to use what had happened.

Once we had an interpreter landline, we were able to gather details correctly and gain an understanding of how the male had turned up to the services and why he was refusing to leave the store. After questioning the male, it was soon realised that he in fact had no idea where he currently was, and that he had possibly entered the country illegally on the back of a lorry. The male stated he got off the lorry and entered the store looking for some food and drink as he hadn't eaten in days. From what the shop worker had told us, their accounts of the incident of the male entering the shop and taking some items matched up. At this moment I had grounds to conduct a stop and search under Section 1 of the Police and Criminal Evidence Act 1984 searching for any items which the male had taken from the store. The primary purpose of stop and search powers is to enable officers to allay or confirm suspicions about individuals without exercising their power of arrest (College of Policing, 2016). Through this process, I had to make sure the stop search was lawful and that I had reasonable grounds to suspect that the male had the items on his person. Due to suspecting he had them on him, the process was necessary and proportionate. I constantly used the National Decision Making model to allow myself to think of the reasonableness of my grounds to conduct my search. The appropriate use of my stop and search powers mean I had to adopt a procedural justice approach which allows me to make impartial decisions based on the facts, it gave the male an opportunity to explain his story, and it meant I was treating the male with dignity and respect (College of policing, 2016). The College of Policing also states that the powers of a stop and search should be used fairly, responsibly, with respect and without unlawful discrimination (College of Policing, 2016), I believe I utilised my powers and adhered to these four elements throughout. The search was negative with no relevant items found, but the male was kept in our care until we contacted immigration and resolved that issue.

Whilst contacting immigration, we placed the male in the back of the police van as we could see he was shivering from sitting outside in the cold. We put the heating on in the van to warm him up. Throughout the whole incident I could see the male was anxious and frightened, and although it was later found out he had entered the country illegally, I found it important not to criminalise him and use my discretion and have sympathy for the male as he was only doing what felt right for him to live a better life. While the male was in the back of the van, I found the bag of chocolates that he had taken from the shop. Instead of throwing them in the bin and make him go longer without food, I treated the male with respect and allowed him the chocolates. I could have fallen into the trap of assuming the male had entered the country illegally as he came on the back of a lorry, treated him as a criminal without any respect, and wrongly arrested the male. However, by contacting immigration they could clarify to us whether this male had entered the country illegally or not, which then allowed us to follow the procedure lawfully and respectfully. Upon identifying his illegal entry, the male was arrested. I used my discretion again, as he was complying with us, and was still anxious of what was going to happen to him, I didn't feel the need to place handcuffs on the male.

We spoke to the shop owner and explained to him what had happened, and what was going to happen to which he in fact showed empathy for the male and hoped he could receive support. Due to the fact that the items the male had taken from the store amounted to a small total, we explained to the shop worker that we were negating the theft due to the male being starving and we explained the use of our discretion. We reassured him that he had done the right thing in calling the police as he didn't know what could have escalated, and for him to follow the same process if anything similar occurred again. The shop worker was fully understanding of our decisions that we made and appreciated our honesty with him.

The 9 policing principles and the 10 standards of professional behaviour are what make up the code of ethics that constables adhere to while carrying out their duties (College of Policing, 2014). These principles and standards are in place so that every officer works honestly and ethically, and the standards reflect the expectations that the public have of the behaviour of those working in policing (College of Policing, 2014). During this incident an easy option could've been not to use an interpreter to explain to the male the powers we were utilising, however this would have been unlawful and unfair on the male. He is entitled to his rights, and entitled to know why he was being stopped and searched, and why he was being arrested. While in custody, an interpreter was contacted again so the male could be read his rights which he is entitled to. It prolonged the process of booking him in to custody, however I was treating him fairly and with respect and lawfully upholding the law regarding his human rights and equality. Article 14 of the Human Rights Act 1998 is protection from discrimination in respect of these rights and freedoms, and this article states that it is illegal to discriminate against a language (EqualityHumanRights.com, 2021). Therefore, without an interpreter throughout this incident I would have been discriminating against his language, and my actions and duties would have been carried out unlawfully and against the male's entitled rights.

In conclusion, I believe throughout this incident I carried out my duties lawfully and ethically by constantly considering the male's human rights and following principles and standards of behaviour that have been set out for police to achieve the correct decisions and outcomes. I did this by continuously being respectful and honest towards the male, and understanding his needs all while he was vulnerable and scared of what may happen which I was courteous and transparent about. I didn't jump to any conclusions of the male's actions within the store, neither how he arrived in the country, and I was impartial throughout without discriminating against his language. This allowed me to achieve the best outcome while adhering to the policing principles and standards of behaviour which are at the core of a police officer's role.

Word count: 1599

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

During this essay I will be discussing and assessing an incident I attended whereby the National Decision Model was used and reflecting upon my decisions made throughout the situation. I was involved in dealing with a call relating to domestic violence while working on a Cardiff After Dark shift with my colleague. The initial circumstances alleged an offence of domestic common assault which I followed through the National Decision Model to justify my actions and the use of my discretion as an officer. I will later explain the Criminal Procedure and Investigations Act and how it relates to the incident and how it was utilised throughout.

Recently while working on a Cardiff After Dark (CAD) night shift I attended an emergency response call with a colleague regarding an ongoing domestic disturbance between a male and a female. The male and female were in a relationship and were currently living in a flat together. The alleged disturbance was that the female had assaulted her male partner by punching him to the face and scrambling his neck causing a scratch mark. Upon arrival at the address the male and female were both standing outside their flat in company with another male who was a friend they had called to come and calm the situation down.

I stayed outside with the male involved in the incident and my colleague took the female inside just the other side of the door so they could both give their account of the incident without being influenced or pressured by each other. The male informed me that they had been having some issues in their relationship recently and have been trying to sort things out, but on the morning of the day we received the call they had had a verbal argument. This resulted in tensions being high throughout the day between the male and female, and when

the evening came the male had decided he'd had enough and wanted to leave and stay at his friends address for the evening. Because of this decision from the male, he stated that his partner grabbed his jumper by the shoulder to not let him leave the flat, and her nails had caught his neck, causing a minor scratch mark. From this information I understood I was dealing with a domestic violence common assault. My colleague confirmed with me that the female's account was the same, and she admitted to grabbing the male's shoulder to try and stop him from leaving and that her nails caught his neck causing marks. There was no disclosure of a punch from neither the male nor female, even after being questioned about it, so that allegation from the original call was negated.

The National Decision Model has been developed by the college of policing and is the primary decision-making model for police in England and Wales, for officers to utilise when making decisions on how to deal with an incident. The College of Policing state it is suitable for all decisions and should be used by all officers, and the model can be used to structure a rationale of what they did during an incident and why (College of Policing, 2013). This model is flexible and can be applied to spontaneous incidents or planned operations. Understanding the model supports officers to develop their knowledge to make ethical decisions in all situations (College of Policing, 2013). The Decision model is separated into five sections: gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action and review what happened. The five sections are underpinned by the Code of Ethics which should be at the forefront of every section throughout an incident.

I was gathering information from the moment the call was passed over the radio with the circumstances surrounding the incident. Me and my colleague requested further information surrounding the male and female involved, whether there was any previous incidents or warning markers on them, however there was no trace of them on PNC or NICHE. As stated above, the accounts of the male and female were both listened to, so accurate information could be gathered. From this, I could start to process my decision making, and what might come of the incident.

My initial strategy for the incident was to separate both parties while we gathered information, so neither account could be swayed from pressure off their partner. I was able to assess that was no threat from either party, therefore me and my colleague were able to communicate with the male and female alone separately so that we could consider what actions needed to be taken and allow us to identify which powers would be available.

Due to the incident being domestic related, policy states that positive action must be taken. As an offence had been committed, a power of arrest was available to us, and the female was arrested for domestic violence common assault against her partner. When deciding on the decision to arrest the female, I could justify and account for my decision as there was a necessity to arrest, it was proportionate and for the circumstances at the time it was reasonable. This upset both parties majorly due to neither of them ever being involved with the police prior to this, and they didn't realise that something so small to them could be escalated to an arrest. We kept the female inside the flat while we waited for a marked police van to arrive to convey her to custody.

While we waited for a van to convey the female to custody, the male and female were both distraught with the outcome, and then started to explain further that the scratch wasn't intentional, it was just unfortunate that her nails caught his neck causing the marks while

grabbing his jumper. This was done without us probing any questions, and them having more time to explain more thoroughly what had happened. My discretion was then challenged as an officer due to an unintentional mark being caused without any aggression or violence, and we had taken away the female's liberties. Discretion is the ability of a person to have the freedom to decide what should be done in a particular situation (Collins Dictionary). After discussing with my colleague, and communicating with my Sergeant, I came to a decision with the code of ethics at the forefront of my mind to de-arrest the female as the 'assault' that had taken place was unintentional, there was no previous domestic history between both parties, and it would not be in the public's interest to pursue a police investigation. I could have continued with the arrest of the female; however, I believed it would have been wrong to do so and I wouldn't have been following my policing principles and standards of behaviour to resolve the situation. Both parties had been honest with us throughout the incident, therefore it was right for me to be fair with them and respect their honesty. Although the female wasn't arrested, we still separated both parties for the evening and told the male to stay at his friend's house for the night. This was to give them both some time to think about what had happened, and for nothing to escalate any further that evening. We also spoke to both of them separately about their relationship to consider if it is best for them to be together, and to have a serious conversation when their moods had calmed.

Under the Criminal Procedure and Investigations Act 1966, it is defined that a criminal investigation is an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it (Gov.UK, 2015). This includes and states investigations whereby the purpose is to ascertain whether a crime has been committed, with a view to the possible institution of criminal proceedings. It also states that all investigators have a responsibility to carry out the duties that are imposed on them under the code. (Gov.uk, 2015). The act states procedures in relation to recording and retaining records of information attained during the process of an investigation, and the disclosure of such information gathered. From the initial call, our responsibilities and duties under the act were clear to us, and we were aware of the importance of following protocols so that if it was to be escalated to a charge everything completed would be lawful and ethical. We conducted ourselves professionally to our responsibilities of duty under the act by ascertaining from the initial call whether an offence had been committed, then further gathering, and retaining the information from both parties which initially indicated an offence, however more information was collected and concluded that an offence in fact had not been committed, and the need for use of our discretion was clear.

To conclude the incident and review the actions taken to resolve the situation, I believe the situation was dealt with in the best possible way. I initially dealt with the offence of an assault accordingly by following the policies that are in place and completing my duties as an officer under the Criminal Procedure and Investigation Act. This was achieved by processing each step through the National Decision Model. Although the assault was later negated, and the decision to de-arrest the female was made, there were no further calls that evening to both parties, and I am satisfied that I dealt with it suitably by using my discretion and following the code of ethics that is set out for me as an officer to achieve my decisions ethically and remain accountable for them.

Word Count: 1622

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed: Ben Evans.....

Date: 08/10/2023.....