



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)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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.

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Task 1	Wellbeing and Resilience	1500
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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:

During this essay I will be looking at the causes of stress and how stress and how to build up a resilience, specifically in relation to my first six months in training. I will also be assessing the techniques I used to minimise stress and how successful these were and comparing these with methods used by others.

“Stress is how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control.” (Mind, 2022). Koolhaas, J.M., et al., (2011) similarly define stress as a situation or conditions where “predictability and controllability are at stake”. Taking into account the above definitions, it is clear that one of the ways we are able to manage stress is to take control of the situation in order to try to minimise any unpredictability, and in turn this could potentially reduce the amount of pressure we feel. Pairing these definitions with that of Agolla, J.E. and Ongori, H., (2009) who state that the concept of stress is when ‘an individual is confronted by a situation that they perceive as overwhelming and cannot cope’ brings about the idea that when someone is in a situation they cannot control, they may often struggle and in turn, become stressed. Resilience on the other hand is defined as “the capacity to positively respond to, and cope with, difficult situations” and can be developed “by managing their thoughts, behaviours and actions” (Imperial College London, 2022). From these two definitions, I have taken that stress can be managed if a resilience is built up from managing and controlling your actions.

Throughout my first six months of training, I found it possible to take control and manage the situation a majority of the time therefore evading the feelings of stress, however it felt almost impossible to control the situation when approaching the exams, specifically the first exam. I found pressure was most prevalent at this time as with no policing or law background, there were many unknowns and a lot of unpredictability, which in turn induced feelings of stress. Similarly to my thoughts, Friedlander, L.J. et al. (2007) noted that stress levels were highest when there are multiple exams within a confined period. Throughout my actual training and the day-to-day learning however, I would not say I found myself particularly stressed. We were told in advance what we would be learning and knew our

timetables, therefore I found myself feeling that I was in control of the situation due to being organised and prepared for each day.

One of the main strategies I used to minimise any stress was organisation and effective time management. Macan, T.H. et al. (1990) identify that effective time management leads to a feeling of being in control of the situation and therefore in turn minimises stress and from experience this is something I agree with. I would class myself as an organised person and have always managed my time carefully as this is when I feel most in control of situations, and throughout my police training has been no exception. Knowing that I have always managed to control stress through being organised and managing my time, I felt this was a positive approach to continue with during my training and exams. Nakalema, G. and Ssenyonga, J., (2013) look at the causes of academic stress and found that females had better study habits than males and Singh, S., Muktesh, S. and Snehalata, C., (2010) similarly found that females had better organisation skills when referring to studying.

Throughout my experience in training, I managed my time through careful planning, ensuring that I tried to balance work, studying, exercise and my personal and social life effectively. This meant that I was studying sufficiently whilst also taking breaks and clearing my mind whilst doing other activities. Sansgiry, S.S., Bhosle, M. and Sail, K., (2006) illustrate the need to take breaks whilst studying. They point out that many students struggle with the balance between their personal time and study time and that a long continuous period of study for several hours may actually have a negative impact, which in turn can lead to stress. I always ensured that I took sufficient breaks when studying after work, I found that this led to less procrastination and in turn better productivity.

Managing my time efficiently enabled me to incorporate a number of other coping strategies, which allowed me to mitigate any stress I was feeling; one of these strategies was exercise. Many studies point out the positive effect which exercise has on stress. Kim, J.H. and McKenzie, L.A., (2014) look specifically at the impact which exercise has on the stress levels amongst students. The outcome of the study demonstrates that the students seemed to have a better focus and a clearer mind to study after exercising; this is something which I found to be true. The conclusion of the research was that people, who engage in exercise regularly, typically have better mental well-being and are overall effected less by stress than those who do not. Similarly Berger, B.G., (1994) looks at different types of exercises, and found that 'closed' predictable sporting activities such as jogging or swimming provide opportunities to disengage and allow time to reflect.

I found myself able to concentrate better on revision after engaging in physical exercise; this corroborates the study by Kim, J.H. and McKenzie, L.A., (2014). During exercise, I tend to focus on what I am doing there and then as opposed to worrying about other tasks, and as a result I feel more relaxed afterwards. However, as someone who was not particularly stressed about the workload in general, I do not feel like I could comment on whether exercise specifically helped my stress levels. I did feel however, that post exercise I was able to focus much better and was much more energised and productive, which in turn possibly did allow me to evade any potential feelings of stress.

Having a balance and structured approach to my days also meant I was able to ensure I got enough sleep, most days. Herawati, K. and Gayatri, D., (2019) look at the importance of sleep and the correlation between sleep quality and stress levels. The academic research conducted by Herawati, K and Gayatri, D (2019) reported the same conclusion as many other studies in this field: that there is a direct link between those who reported a poor quality of sleep and higher stress levels. This particular study concluded that those who reported poor quality of sleep were “4.7 times more likely to have higher stress than students who have a good sleep quality.” As a majority of our days were spent 08.00-16.00 in training, it was easy to create a structured day, and therefore a structured sleep pattern ensuring I slept sufficiently.

Ward, R.N., et al. (2021) outline the many factors that have an impact on an individual's resilience to stress, they explain that not only are there psychological factors at play, but also look at the impact that social and cultural factors play too.

In regards to the social aspect, the study identify the importance of having a ‘support network’ around yourself, the impact of the support has a significant effect on how you react to stress. Ozbay, F., et al., (2008) also note the importance of having support from people such as friends or family and specifically point out the positive impact on psychological health. Throughout my six months both my family and friends were highly supportive, however I found it most beneficial having the support of my friends who also completing the course at the same time as me, as they understood exactly what I was going through.

Dwyer, A.L. and Cummings, A.L., (2001) Found that women had a higher level of support from their friends than men, and whilst I found that the whole class was supportive of each other, I did find that myself and three other females formed a small study group and worked particularly well together and for me, this was a very positive way of avoiding any stress. Speaking with these classmates and sharing our concerns overall helped my resilience, especially in the period immediately before the exams, allowing me to perform well in the exams.

I feel that in conclusion I managed my stress levels very well, however do not feel that I used any different techniques to what I normally would in my day to day life. I was fortunate enough to have a strong social support network, and relied upon these when I was feeling unsure or needed reassurance, and as per the mentioned studies this was a huge benefit to my psychological wellbeing and played a part in my level of resilience in relation to stress. Much like many of the studies mentioned throughout, I feel that the most important factor was being organised and managing my time efficiently, this is something that I used throughout my previous university experience and have carried on doing through my work and professional experiences since. By managing my time I ensured that I had time to study but also time to relax and clear my mind, this was imperative to reducing any pressure and to maintain a healthy work-life balance. I found that my experiences and techniques in

dealing with stress mirrored the outcomes of the studies when they examined the efficiency of the activities and coping mechanisms.

WORD COUNT: 1574

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:

Throughout this essay, I will look at the importance of communication during policing incidents and in particular the effect different levels of communication have in incident involving conflict. The essay discusses different techniques and in particular looks at Betari's box and how the reflective actions play an important role in police attitudes and behaviours.

I believe that communication is a key part to everyday life, and is especially important in regards to effective policing. It seems that there is a huge responsibility on the police to keep communities safe and this starts with understanding the needs of the public, done via resourceful communication.

Shohel, M.M.C., et al. (2020) look at the importance of the new training within police forces in the UK and the effect the curriculum is aiming to have on the relations between police, public and the communities. The aim is to build up communication skills during the initial phase of training to ensure that officers have strong interpersonal skills in order to interact efficiently with the public and are adequately prepared to deal with situations that they will face. Wessels, B., (2016) observe that effective policing is based on the 'communication

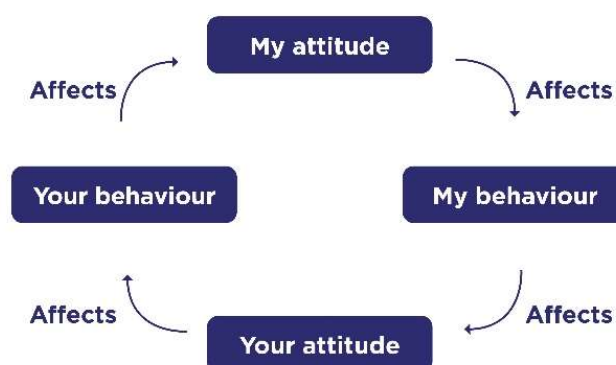
skills of its officers', further reinforcing the importance of the new training system mentioned by Shohel, M M C et al (2020).

Having gone through training the new training myself, I feel that my communication skills are fairly strong and have been very useful when dealing with members of the public at calls, however it is also important to gauge the level of receptiveness by the people you are engaging with. Wessels, B. (2016) explores this, saying 'The communication problem faced by the police is how to anticipate, respond to, mediate and prioritise citizens demands within a controlled and calculated strategy.' Awan, I., et al, (2019) explore the levels of communication between police and the community the impacts this has on public perceptions. They have found that communities levels of trust in police depends on how police communicate and respond to public, and in turn their trust and perception then influences how they interact with police. Both of the studies above emphasise the importance of communication skills that police use in order to control situations, implying that the behaviour and response of officers influence the public which they are interacting with – this is something I have found to be true.

During training we were taught the scale of tactical communications which an officer should use, depending on the severity of the circumstances, this ranges from officer presence to lethal force (Oliva, J.R., Morgan, R. & Compton, M.T., 2010). I would say that often officer presence and verbal communication is sufficient to diffuse situations, and it is important to recognise the qualities that make efficient communication as explained by the above study.

College of Policing, (2020) reiterate the importance of verbal communication, stating that officers should be trained in non-physical conflict management, backing up this with the Betari's Box model (Figure 1). Betari's box, whose origin is unknown (Mindtools, 2017), is a cycle which illustrates how your attitude and your behaviour have a direct impact on other's attitude and others behaviour and vice versa, implying that should you communicate efficiently and calmly, it is more likely that the person you are speaking with will mirror your attitude and behaviour.

Figure 1.



Betari's Box - (College of policing, 2020)

Goleman D., and Boyatzis R., (2008) have similar findings, stating that whether consciously or unconsciously, people tend to mirror a leader's emotions and actions. This is important to take into account, in particular when dealing with people who appear particularly irate. It is suggested that if you appear enraged or raise to their level their behaviour will mirror yours and could even cause an escalation, whereas if you appear calm and attempt to control the situation, it is likely that this person will also do the same – this is something which I am always mindful of at calls.

Although attempting to produce a calm environment is important for the present situation and for safety, it is also important for future situations. Tyler, T.R. and Jackson, J., (2014) look at the willingness of the public to engage with police officers. They found that when the public are treated well, communities are more likely to engage with officers, suggesting that the public feel more valued when they are included in communication and that engagement is a more positive as opposed to when force is used. Bradford, B., Milani, J. and Jackson, J., (2017) shared the idea that violence has the potential to change people's views of the police and the use of violence insinuates that police no longer represent the community. This, together with the study by Tyler and Jackson (2014) produce the overall idea that the public perception is at its best when communication techniques and skills are strong and use of force is avoided. I took the above into account when attending calls, ensuring that I considered all policies and avoided any use of force where possible due to not only public perception but the possibility of increased volatility when considering Betari's Box.

The incident I have chosen was an immediate response call, however the information passed to us was very limited and only stated that there was an ongoing dispute in the street involving 2 males, both of them shouting loudly at each other. As the data passed to us was very limited, we asked for further information, this included any specific incident details, name of people involved and whether there were any warning markers on the involved. This was to ensure that we could assess the situation sufficiently and make a plan on how to approach the ongoing dispute using the National Decision Model College of Policing, (2013). The national decision model allows the user to split an incident up into steps to make informed decisions whilst keeping good ethics at the centre of the decisions made. It was particularly important that we were made aware of any warning markers in order to allow ourselves to be prepared and aware of any potential threats, illnesses or previous incidents. Further information was passed on to state that one of the males had a warning marker for violence, we ensured that we were aware which of the males this was in order to be extra conscious of him. The warning marker slightly changed how we planned to deal with the situation, however did not change our initial action plans. Still using the National Decision Model as on myself and my tutor used the information passed on to develop a plan for when we arrived at the call. There did not appear to be any immediate threat of violence as the call only stated that the males were shouting and therefore we decided to approach the situation as we would any other call and attempt to use verbal communication first. Although we did not feel there would be an immediate threat, we were very aware of the possibility of an escalation and was important to bear this in mind.

When arriving at the call, the two males were still present in the street and shouting at each other, we quickly made our way over to them. When approaching the males they firstly appeared to ignore us, however as we got closer one of them began to swear. We continued to approach calmly, taking into account Betari's box and the repercussions if we escalated to their level.

Officer presence did not appear to have an effect on the ongoing situation, therefore my tutor asked the males to stop shouting, with this not having an effect either we then made the decision to raise our voices slightly and attempt to separate the males, again considering Betari's box.

We walked in between the two males in order to separate them and in an attempt to ask them individually what had caused the conflict between them. Wall Jr, J.A. and Callister, R.R., (1995) suggest that there are many causes of conflict which range from an individuals characteristics to previous interactions and overall issues, however it seems that conflict arises from several groupings of causes – in this case we wanted to try and find out the cause.

We each guided an individual away from each other in order to understand what had happened. As my tutor carried a Taser he took the male with the warning marker aside, this was to maximise the number of tactics which could be used, should that particular males behaviour become aggravated, as it had done at previous incidents. I walked the one male away and ensured that he had his back to the other male involved in the dispute, this meant that not only was he not able to see the other male, but I was able to see my colleague clearly in case anything happened. Myself and my tutor being able to see each other was especially important as although the aim was to end the conflict between the two males, there is always a potential for things to escalate. Fagin, J.A., (1978) point out that police must always be aware of danger and many police officers felt that 'dispute intervention involves a particularly high risk of injury'. Home Office (2020) found that the most common reason an officer used force at an incident was to protect themselves and Brown, B., (1994) found that 21% of assaults on a police officer arose from a situation where officers attended a dispute. All of these findings show the importance of a police officers awareness of the potential for violence to ensue and the outcomes of certain situation, in particular when the situation involves alcohol at a dispute. Although during this incident there were no injuries and physical violence did not ensue I was always aware of the potential of this due to the high tensions between the males and the precariousness of the situation. Separating the males was an important step in dealing with the conflict, with myself dealing with one of the males and my tutor dealing with the other, there was a barrier between them and sufficient space, allowing us time to react should anything happen.

When I took the male aside, it appeared from the slurring of his words and his unsteadiness on his feet that he was drunk. This made me more wary of the male, as very often alcohol encourages more volatile behaviour. When looking at statistics from 2019/2020, 37% of the incidents in which officers used force involved a person being under the influence of alcohol, this was listed as the most common impact factor (Home Office, 2020).

Pinizzotto, A.J., et al., (2004). point out the difference between the rational and emotional brain. The research states that the emotional part of the brain often acts more impulsively, whereas the rational brain tends to consider the consequences. It would appear in this situation that the male was predominantly emotional, which in part could have been due to the alcohol.

I repeatedly asked the male what had happened and what they were arguing over, however he ignored me and continued shouting over me, due to this I used the five-step appeal in an attempt to appease him (College of Policing, 2020). The first step of the five step appeal, as per College of Policing, (2020) is the simple appeal, this is simply asking the person to

comply with your request and was something which we tried when arriving at the scene. The second step is a reasoned appeal, we explained that there had been calls of a disturbance and that it was causing disruption and a breach of the peace, again this did not have an effect on their behaviour. The third step of the appeal is a personal appeal, as I knew the male I was speaking with lived on the street in which he was shouting, I attempted to ask the male what his family would think of seeing him like this. I also told the male that unless he calmed down he was likely to be arrested for a section 5 public order due to the offensive language which he was using. This again had no effect, so using step four, the final appeal, I asked him if there was anything I could reasonably do which would make him engage in a conversation with me to explain the situation.

At this point my tutor came over as the male he was with had calmed down and had agreed to go into his house for us to speak with later on. Due to none of the initial four steps of the five-step appeal working, I moved onto step 5 and explained to the male that he was under arrest for Section 5 public order and placed in handcuffs. The male started to swear, however I explained that he was given several opportunities to calm down but did not and therefore the arrest was necessary and justified.

In this situation, every verbal tactic as per the five step appeal was attempted to calm the males down and avoid further conflict. Although these tactics were successful on one of the males, an arrest and use of force, in the form of handcuffing, was necessary to combat the conflict for the other male. As Article 5 of the European Convention of Human Rights European states that everyone has a right to liberty (Courts of Human Rights 2021), it was not a decision which was made lightly to arrest, however given the circumstances it was necessary to prevent any further issues and to protect both of the males and public. Officer discretion was used throughout this situation and although in the ideally the detention of the male would not have occurred, every action was justified and documented.

Throughout this task I have used the ERA Cycle (Jasper, M., 2013), which is a reflective model and looks at Experience, Actions and Reflection. Although this is one of the simplest reflection models I also felt it was the most relevant to this incident. Many of the other models included more steps which I didn't feel were relevant to this situation including how my feelings impacted my decisions, and as it is important for the police to remain impartial I ensured my decisions were not emotionally led.

Overall I believe that the situation was handled efficiently, however, there are several aspects which I feel could have been handled differently. During the incident we assessed the situation and altered our techniques depending on what we felt was the best-suited response. This is something which I have done at every situation. As this was an incident I attended early on in my training I did not approach with much confidence and feel that if I were to attend now, I would attempt to speak to the male with more authority rather than let him shout over me.

After attending each incident, myself and officers have discussed our actions. During the discussion we note how we feel it went, was the outcome what we wanted and what the victim wanted, how we would have handled it differently, if we could have improved on anything and it also allows me to ask about anything I was uncertain of. Although this has been important throughout my training in order to learn, it is something which I feel is important to continue with throughout my career in order to continuously understand and improve.

In conclusion, for a majority of calls which I have attended, calm verbal communication methods have been sufficient and I feel that this is definitely the most effective way to deal during this task, more forceful verbal communications or use of physical force could be justified and if this is done, it is important to document your reasoning behind it. It is clear from the sources mentioned throughout, that it is extremely important for police to be vigilant when attending all calls, but especially those which have the potential to involve conflict. Public perception is very important and by avoiding unnecessary conflict and use of force studies suggest that the general view of the police by communities and the public is greater than if more extreme methods were used, however as explored throughout, this is not always possible.

WORD COUNT: 2713

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:

Throughout this task I will discuss an incident involving domestic abuse and the support which was given to the victim. I will look at supporting legislation and also look at the impact that support and policing response can have on a victim including relevant studies and statistics. I have also discussed the importance of communication and reassurance in relation to a victim and the impact officer presence has. I was the initial contact with his victim and therefore speak about my experience, what I did that I felt was beneficial and if I would change any of my actions.

Within policing, a victim is defined as: “a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence” This means that any person, including family members or a close relative, can be classed as a victim if the criminal activity has had a direct impact on their lives. (Ministry of Justice, 2020).

The document published in 2020 lists 12 rights which victims of crime are entitled to throughout the criminal justice process, depending on what sort of crime been reported. These rights range from the crime being recorded without delay to the process of being able to make a complaint if you are unhappy with the service, all emphasise the importance of how to treat a victim.

When dealing with a victim, I feel it is very important to make every effort you can to empathise with their situation and provide support and I think it is essential for police officers to pay attention to the victim in order for them to feel valued. Ministry of Justice, (2022) have published a document for guidance on how to achieve best evidence when speaking with victims and witnesses, it emphasises the importance of listening and building a rapport when dealing with any kind of incident or crime.

For this task I have chosen to assess a domestic violence and harassment incident which involved a female and her ex-partner and the role I played in supporting the victim. In the year ending March 2021 almost 1.5 million domestic abuse related incidents were recorded in England and Wales and those incidents which were recorded as crimes made up a total of 18% of the crimes reported that year (Office for National Statistics, 2021). Although it is not clear whether the number of incidents or the number of people who report it is increasing, I think it is important for officers to deal with the incidents in an appropriate and efficient manner. Hoyle, C. and Sanders, A., (2000) look specifically at police officers response to domestic violence and the different ways in which an officer can respond to domestic related incidents. They explore the options of arrest of the perpetrator, giving the victim a choice and a victim empowerment approach. They explore the importance of communicating with victims in order to allow them to understand the implications and effect that their decisions will have in order to help them decide what is best for them. Robinson, A.L. and Stroshine, M.S., (2005) also reiterate the importance of finding out what victims want and what they feel is best for them. The South Wales Police Crime plan 2021-2025 have stated that it is one of their specific targets to look at tackling violence against women and girls, and specifically improving our awareness and response to victims of stalking and harassment (South Wales Police, 2020) – This is particularly pertinent to this incident.

In relation to the incident I have chosen to look at there had been a number of calls in reporting the ongoing issues, however, the particular call that I attended was graded as a grade 1 call due to the ongoing threat, meaning that it was an immediate response call. The call stated that the female's ex-partner was at her address shouting and banging at her door and that she was scared he was going to get into the property. When arriving at the address it was clear that the suspect had already left the address and there was no immediate threat. We knocked the door of the reporting person and announced clearly that it was the police, this was to ensure we did not put the victim in fear of it being her ex-partner.

When we entered the property the female spoke very timidly and was clearly in distress, she was visibly shaking and appeared to be very cautious. The victim thanked us for attending and apologised and immediately we reassured her that she had done the right thing and she had no reason to be sorry. We then introduced ourselves and told the victim there was no rush with anything and she could take her time when speaking to us, this was to make the victim feel at ease and as comfortable as possible. As the victim still appeared to be afraid, we reassured her that nothing was going to happen whilst we were there and that she and her children were safe. We asked the victim when she was ready, to tell us exactly what had happened that evening. It was important to me that the victim felt that she had control and that we were there to help her, and not to judge or overpower her, especially after the situation she had been through. Robinson, A.L. and Stroshine, M.S., (2005) explore the factors which impact a victims level of satisfaction and found that when police listened to

victims, it led to a 97% satisfaction rate. The study also found that it is important that police appear concerned and take the situation seriously whilst coming across as understanding and respectful.

The victim told us how over a period of time her ex-partner had been sending her unwanted messages, following her and showing up at her house regularly. She stated that she was extremely scared of what he would do, and therefore I think it was important for us to reassure her that we were taking this seriously and it was not acceptable behaviour by him.

The victim explained that she was reluctant to call the police and give a formal statement as she did not want to cause any further issues due to them sharing a child together. Hoyle, C. and Sanders, A., (2000) explain that often a victim is reluctant due to the fear and pressure from their partner, however it is important for the police to understand their reluctance in order for them to make a decision on how to progress the incident.

We explained to her the different options which she had including words of advice, making a formal complaint or even just police putting in referrals for her support. I felt giving the victim options was important, not only for clarity on the situation but also to ensure she felt in control. The victim eventually decided to give a statement. She explained to us that due to previous issues and past experience, her reluctance was due to the potential for there to be issues with child contact and this was something she did not want. Humphreys, C. and Thiara, R.K., (2003) have explored the issues which can occur involving child contact with over a quarter of women having issues with child contact in the long term, and 12% of ex-partners using children as an excuse to track them down – something which is very closely linked with the incident I am discussing.

We explained to the victim how there would be support for her throughout the process and explained to her the potential of special measures in court which are available for vulnerable and intimidated witnesses. It was important for us to be honest with the victim and explain that we could not guarantee special measures as this is not a decision made by police; however I feel that it was as equally important that we explained them to her for reassurance. In the research by Taylor-Dunn, H., (2016) it shows that the possibility of having special measures has an impact on the victims decision to give evidence.

Before the victim gave her statement we made sure to explain to her that we were always listening to her, that she should take her time and if at any point she needed a break to tell us. It was explained that we may possibly be typing as she was speaking and that we may ask her to go into more details in certain areas in order for us to get the best information we possibly could. I feel that this was all very important in guiding the victim through the statement process as not only did we want her to understand what we were doing and why, but also needed to ensure that she felt safe and that she was being taken seriously. This reassurance was continued throughout taking the statement, ensuring we regularly gave the victim time to think and have a break.

The victim had kept several notes of incidents including dates and times and stated that she was also able to provide officers with CCTV. The victim stated that she had recently installed cameras at her home to record any incidents where her ex-partner visited the premises and said that she would check these cameras before she returned home for her and her children's safety. Although the safety was the victims main priority they were also extremely helpful in corroborating any occurrences where the suspect showed up at the address and

as mentioned in the research by Prenzler, T. and Fardell, L., (2016) avoids a feeling of powerlessness by the victim as they are able to provide evidence of incidents.

After completing the statement we sat and explained Public Protection Notices (PPN) to the victim, however this is something she was already aware of. A PPN covers a range of questions and topics relevant to that persons situation, which in turn allows the victim to be risk assessed and an action plan to be put in place. Although we had already covered many of the answers to the questions when taking the statement, we ensured that we covered each of the questions from the Domestic Abuse, Stalking and Harassment section, this was to pass on as much accurate information as possible (South Wales Police Policy).

We asked the victim if she wished to provide a victim personal statement (VPS), this is Right 7 in the Code of Practice, which would allow the victim to explain in her own words how the crime has affected her and how she feels, this includes physical, emotionally or financially (Ministry of Justice, 2020). The victim declined and stated that she did not feel ready at that point to provide a VPS, however would consider this in the coming days. At this point we felt it was important to reassure the victim that there was no rush at all and she should only do so if she felt comfortable and ready but explained to her the purpose of the VPS and how it has the potential to be read out in court.

Taking into account Right Four of the Victims Code 'To be referred to services that support victims and have services and support tailored to your needs' (Ministry of Justice, 2020) we tried to offer support to the victim and guide her in the direction of external agencies who may also be able to help. We recommended the Bright Sky app and Live Fear Free helpline, as although police are there to assist we can't always relate to what a victim is going through and they may simply want someone to listen when we are no longer at the address with them. We explained how the Bright Sky app would allow her to keep a journal (Huffington Post, 2016) and detail any incident that occurred and therefore in turn could possibly provide more evidence against the suspect. Kellam, A., (2019) look at the importance but also the limitations which apps such as Bright Sky has and the funding which has gone towards helping victims remotely, especially since COVID 19.

Whilst taking the statement, the victim stated how it was good to be able to speak with two female officers, Harrington, P., et al., (2003) have stated how interaction with female officers, especially in relation to domestic violence can be particular effective. Although this wasn't something we had planned, it was clear it meant a lot to the victim and therefore we kept this in mind when moving forward and contacting the victim with updates.

Although we had to leave and her ex-partner had not yet been arrested, we discussed the importance of her contacting the police if he did show up, and tried to reassure her that she had done the right thing by contacting the police that evening. I explained to the victim that although I would not be in until the next evening I would ensure an in depth update was passed onto officers on the next shift and that they would be made aware of the situation. I told the victim that she would be updated of any steps taken in relation to the investigation, as I wanted her to feel that she was included and being taken seriously. Although I personally was not able to confirm the next steps or assist any further at that point, I wanted to make sure that the victim felt able to speak to other officers and they would also be assisting her as best as possible.

Next time I spoke with the victim was the following evening to let her know that witness statements had been obtained. I explained the importance of obtaining these statements, as although she had given a detailed statement and there was CCTV, these statements corroborated what she had said and strengthened her complaint. Although she was advised to call the police if her ex-partner had attended the premises again, I made sure to check with her that he had not and that she was okay.

I had no further contact with the victim after this, however throughout the experience it was important for me to ensure that the victim felt empowered and listened to, as this is something I would want in that situation. Although I could not relate to what she was going through, I was able to empathise and feel that this came across in a positive light. I feel that it is important to show sympathy and be considerate when dealing with victims, especially those that have been through a traumatic event.

During this incident, there were not any cultural or language differences and therefore I cannot reflect on any social issues. I did however use several methods of reflection to generally assess the incident after I had left, much like those described in Copley, S., (2011). Copley looks at the importance of reflecting as an adult learner throughout your career and how you can improve and grow your skills. As this was not the first domestic related incident I had attended, I feel that I was quite confident in how to address the victim and how to ensure I was victim focussed. In this incident, I feel that I was able to reassure the victim, however I also used it as a learning tool to watch how my colleague dealt with certain questions that the victim was asking. By watching my colleague and their demeanour and use of words, I feel that I was able to take on valuable information and methods to use for future calls.

In conclusion I feel that the victim was dealt with in a very appropriate way and I would like to think that she appreciated the way that myself and my colleague approached her situation. Even though I have been nervous in speaking with victims, I think it is important for me to remember that very often they may be more nervous than I am, and I am the one who is there to give them support. When looking back, I think that I would like to have made more of an effort to contact the victim in order to check in on her, even though I was not the officer handling the enquiries, especially as she mentioned that speaking with two females was beneficial and seemed to open up to us. Overall however, I feel that I communicated well with the victim and acted in line with the codes of practice and recommended legislation.

WORD COUNT: 2749

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:

Throughout this particular task, I will be evaluating a call I attended which involved and ongoing disturbance in the street. I will be reflecting on how I used the National Decision Model throughout the call and the importance and effect this has. I have also looked at literature relating to this area and referenced how this is linked in with my decisions.

When attending any call, it is important to always use the National Decision Model (NDM) (College of Policing, 2013) (Figure 1). The NDM allows officers to fully assess the situation they are attending and ensures well informed and correct decisions are made, which are in line with legislation and will be positively viewed by those from outside of the policing organisation.

There are six parts to the NDM:

The first part details the code of Ethics – This is always at the centre of the decision making process as it ensure officers always have the core principles of policing at the forefront of their decisions. This is extremely important as the lists all the values which an officer should consider during their day to day role. Secondly is gathering information and intelligence – This ensures that all vital knowledge is gained prior to attending an incident, it allows officers to question whether they need any further details and how they are going to get these. This can be gained in a number of ways and is vital to gather as much detail as possible when attending calls, especially in order to succeed in part 3 of the NDM.

Part 3 looks at assessing threats and develop a working strategy – This is where any information gathered is used to develop a plan and evaluate the situation. This is the phase where the initial risk assessment is completed, and although it is important to use dynamic risk assessments throughout incidents the initial risk assessment allows officers to make a decision and plan accordingly to adapt to any threats. Part four is all about considering police powers and policies. – This is where officers look at the legislation and what powers they can use in line with it. I think it is important that officers always consider the Police and Criminal Evidence Act 1984 (PACE) but also any other legislation which may be relevant to the possible incident to which they are attending. The penultimate part is to look at Options and Contingencies – The part of the process where decisions are made, what is the best option with the least risk that will produce the best possible outcomes. This does not necessarily mean arrest is the best option, and depending on the situation and people involved could mean anything from words of advice to warnings. The final part is to take action and review – Put the decisions into action. Make notes of what you have done and why, review whether this was the best option and evaluate. Ensure that you identify any areas for improvement in order to learn for future incidents. It is important to note however that this is a continuous cycle and can be repeated multiple times if necessary.

Figure 1.



National Decision Model – (College of Policing, 2013)

The initial call stated a female, the neighbour of the reporting person, was screaming and swearing in the street and had possibly caused criminal damage to a vehicle, we were told this was an immediate response call. Implementing the gather intelligence and information stage of the NDM, whilst en-route to the call, myself and my colleague asked for any further details, including who was involved and if there were any warning markings, if the incident

was still ongoing and were there any injuries. There was very limited information as the person making the call was no longer on the line and the only detail we had been given was the first name of the person causing the disturbance. Both my colleague and I knew the area of the call where we were attending as we had previously been required to attend a few times to different addresses within the street. We knew that this was an open area, so would quickly be able to assess the situation from a distance when approaching, giving us time to gather further information from an up to date first hand perspective.

When we arrived we were unable to see anybody in the street and could not hear any shouting, however we were waved down by someone stood outside of their address. The witness informed us that the person who had caused the disturbance was now back in her home address, and indicated said address to us. She also informed us that the person in the vehicle with whom the female was arguing had also left the street, however that she was still concerned as was not sure if any further arguments were going to ensue, this again allowed us to gather more information.

On approach to the address of the female reported for causing the disturbance, we could hear a female shouting and swearing, even though we were a sufficient distance away. We could also see red smashed glass on the floor, possibly linked to the report of the criminal damage. As there were currently no suggestions of violence or weapons we did not perceive an immediate threat, and therefore planned to speak with the female in an attempt to understand what had happened. As the door was slightly ajar, we knocked the door and called out that it was the police. The woman stopped shouting so we repeated ourselves, this however led to the female swearing at us, so we therefore decided to enter the address as she did not seem willing to communicate calmly.

Upon entering the property we could see that she was still shouting and swearing at a male sat on the sofa. The female was seemingly intoxicated, she unsteady on her feet and we were now able to hear that she was slurring her words when shouting. This concerned me slightly as Reisig, M.D., *et al.*, (2004) found that there was a clear link between disrespect towards police officers and people being under the influence of alcohol or drugs and Office for National Statistics, (2015) reported that 43% of violent offences which involved alcohol were categorised under assault without injury on a police officer.

We could see at this point that there did not appear to be any immediate threat to safety and therefore we both stuck to what we would usually do at a situation and calmly speak to anyone present in order to get a clear understanding, as per step three of the NDM.

My colleague calmly explained to the female that we had received a call stating that she had been causing a disturbance in the street, and that it appeared to us that she was still doing so inside the property. At this point the female stumbled towards us and shouted that whilst she was in her own home she would do what she wanted. My colleague approached her partner who was sat on the sofa to ask him what had happened, whilst I attempted to take the female to the other side of the room to calm her down and attempt to understand what was happening from her perspective. Although we had a witness account of the incident, it was important for us to ask the female we were dealing with for her account in order to remain impartial and get a true depiction of what had happened.

The female continued to shout and swear and would not calm down and therefore I considered what options I would have and the best way for me to deal with the situation. I

had tried the first four steps of the five-step appeal (College of Policing, 2020) to calm the female down, however to no avail. At this point my colleague had finished speaking with the male on the sofa and informed me that the female had come home intoxicated and had started to shout at people outside in the street and the verbal abuse had then continued into the home address, apparently for no reason. We were also informed that there was no damage to a vehicle, and the red glass on the floor was in fact from the female dropping her drink.

As there was a possibility of this domestic situation to escalate, I asked the female if there was another address we could take her to for the evening to separate her and her partner until tensions had calmed down. However, she refused saying that she was not leaving her address that evening and her partner stated that there was not anyone he was able to stay with if he left. At this point the female was being very difficult and there did not seem to be any reasoning with her, this meant that several of our initial options weren't viable.

In a final attempt, I told the female that she needed to calm down or she would have to be removed from the address and arrested. This had no effect and she continued to swear and shout, as a result of this I decided to arrest the female for breach of the peace. When considering part 5 of the NDM, arrest was a last resort contingency plan, as we initially wanted to deal with the incident as words of advice and ideally wanted to avoid potentially criminalising someone. Hester, M., (2012) stated that women were more likely to be arrested for public order offences such as breach of the peace if they were drunk, as opposed to those who have not consumed any alcohol.

Due to the female being agitated, she was handcuffed to the rear for both her safety and for our safety and was then escorted to the van.

Whilst doing this, my colleague went to speak to the witness to get further details. The witness informed us that her neighbour had been shouting and swearing and when asked by neighbours to stop due to it being late at night, she then started to swear at them and become threatening, this had caused the neighbour to become fearful especially as she had a young child in the house. With this information I then further arrested the suspect for Section 4a public order.

For the final stage of the NDM, reviewing, we discussed this incident when we got back to the station. This incident didn't go as we had initially planned as our aim was to placate the situation and offer words of advice. The decision to arrest was a last choice and not something that we particularly wanted to do, especially as the female had no previous convictions. Although police should remain impartial and should not base decisions on any prior convictions or history, the female having no previous convictions gave us more freedom when deciding how to handle the situation. We both felt that although arrest was the last option, it was also necessary in order to diffuse the situation, as all other techniques had failed.

Tying in with the review stage of the NDM, my colleague and I reflected on the incident using Gibbs Reflective Cycle (Gibbs, G., 1988). The cycle is composed of six stages, description, feelings, evaluation, analysis, conclusion and action plan. The description phase looks at what has happened, in this case, there was an inebriated female who was causing issues and would not calm down, and therefore had to be arrested. The next step of the phase is

feelings, and looks at feelings and thoughts at the time. During the incident I was quite anxious as I did not know how she was going to react as she was quite volatile and under the influence of alcohol. After speaking with the female for a few minutes I felt that she was not a threat and was simply unnecessarily shouting as a result of the alcohol and therefore relaxed slightly, however I was still aware of the potential for things to escalate. The next part of the cycle is evaluation, which looks at the positives and negatives of the incident. I feel that overall we handled the situation well, however I think that perhaps if we took a firmer stance to begin with we may have been able to avoid arrest and calm her down. However, on the contrary to this taking an initial firmer stance could also have led to the female responding to us in a negative manner and causing more issues. The analysis phase then looks at what sense can be made of the situation. I had been to several other incidents which were similar to this particular incident in dealing with intoxicated people and feel that perhaps I had become complacent in how I dealt with people under the influence. I have found that very often police presence is enough to calm people down and almost assumed that it would be sufficient in this incident as well, which may have hindered how it was dealt with. When looking at the final steps the conclusion and action plan, I feel that I would perhaps have taken a firmer tone when first arriving at the scene, it was clear that the female was intoxicated and unwilling to listen and feel that if I had not let her speak over me initially, we may have resolved the issue differently.

After conveying the female to custody, I then took a statement from the witness who the female threatened and verbally assaulted, however the reporting person refused to give any statement and this was the case for her partner also. In this incident there was no CCTV and after conducting house to house enquiries no further witnesses came forward. There was very limited evidence, however during interview the female stated that she had sworn at her neighbour, however had very limited memory of the incident so did not know if she had threatened her.

Under the CPIA 1996 it is stated that all evidence, whether this points towards or away from the suspect, must be disclosed in order to make it a fair trial. During this case there was nothing to disclose on the case file, as none of the evidence gathered undermined the case, however all evidence was sent across to CPS in order to make a decision.

Upon reflection, although we took into account that she had no prior convictions when deciding on our options, and how to deal with the call, I would not say that we were biased and remained impartial. Hossain, M.A., (2018) looks at the impact a bias can have on police investigations and stressed the importance of reviewing and reflecting can play an important role in improvement in impartiality. I feel that incidents like this show how important the NDM is, and how it is important to utilise a dynamic risk assessment and have several plans and contingencies in place. Although this was quite a slow paced call and not many factors changed throughout, the incident did not turn out how we initially thought it would. On conclusion I feel that we handled the situation well and used our discretion when arresting. I feel that we were able to justify our arrest and I was confident that it was necessary in that situation and on reflection don't feel that I would change my actions.

WORD COUNT: 2560

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Statement writing.	If there are opportunities to take statements, I will volunteer to take them where possible. At the moment I have taken statements for a limited number of calls, so will attempt to take statements for different types of incidents. I have recently been reading through my colleagues statements in order to get an insight into the correct way to write them. During my time in training I have also referred back to practice statements which were written during my 6 months in training, every time I write a statement I check these to take on board the feedback.	My colleagues will hopefully be able to support me and check any statements which I write and recommend any improvements I can make. Previous work will also be able to help me.	1 month.
Interviews.	I have not had much of an opportunity to	I am hoping that my colleagues will be	3 months - – This will be towards the end

	interview or sit in in interviews so far so will volunteer if any opportunities arise. I have also started to make notes after interviews of where I feel that I can improve myself or noting any mistakes I have made in order to try and avoid them in future. There are also documents on BOB which I have looked through and intend to read in more detail. As I will be going into the hub in mid July for several weeks, I am hopeful that I will get more experience and become more confident during this time.	able to provide feedback after interviews and let me know where I can improve.	of my hub attachment and will hopefully have gained more experience by then.
Case Files	I have currently only completed one case file and therefore have limited experience, however I feel that I need to build on my knowledge of every aspect of files. As I will be going to the hub in mid July, this will give me time to improve on my case file building skills.	I have spent a few hours with a member of staff who specifically mentors people on case files and intend to email him for advice in the future. I also intend to ask him for further mentoring when I am in the hub and have had more experience. During my hub attachment I will	3 months – This will be towards the end of my hub attachment and will hopefully have gained more experience by then.

	When I had previous mentoring I made comprehensive notes on building case files, and intend to reference these every time I build a case file in the future. I was also sent example documents which I can refer to and have read in depth to ensure I know what details to include in the future.	also have a mentor and therefore plan on utilising this time to gain more experience in creating case files and knowing the documents which relate to them.	
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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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: Corrie Lawford (Learner, Electronic signature or type name)

Date: 10 JULY 2022