

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 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:

Wellbeing and Resilience

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

In this essay I will discuss and compare the coping strategies I have applied to develop resilience and minimise stress during the initial training period as a student police officer and during the first days experienced as an operational officer.

Stress is a biological and psychological response humans experience when encountering a situation they feel they are unable to respond to appropriately (Mc, Leod, 2010). Coping strategies are essential tools people can use to deal with stress; coping strategies represent a response to threats and challenges (Encyclopedia of the Human Brain, 2002).

As a student police officer I have experienced in a short space of time, a new culture and working environment, a vast amount of new information in a legislative context, as well as multiple theoretical and practical experiences – all of which amount to an experience that has been challenging making me feel I may be unable to respond to correctly at times therefore causing stress. Although stress is perceived as necessary to facilitate growth and development (Sciencedirect, 2022), emergency workers are an occupational group which faces unusual demands therefore use of coping strategies is imperative and may not be compared with coping mechanisms used by the general population (Mitchell and Bray, 1990). According to the South Wales Police TRiM trauma book (2016), police officers and staff are exposed to traumatic events as well as regular confrontations and tense situations integral in policing.

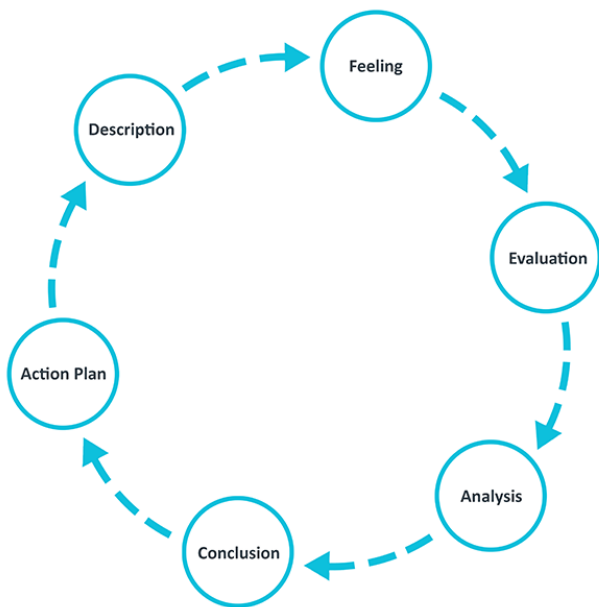
Starting an exercise programme and maintaining a balanced lifestyle are examples of positive coping actions and tools that I have found suitable to my personal lifestyle and preferences. Examples of negative coping actions include use of alcohol or drugs, social isolation, anger and continuous avoidance. (South Wales Police TRiM booklet, 2016)

I enjoy the physical aspect and the mental relief that exercise offers. With the demands of a role in Policing, learning new subject matter, new expectations and regular assessments during the initial period of training, I felt it was even more important to be resilient and protect my physical and mental health. I took time to carry out intense physical exercise such as Crossfit and balance this against more relaxing and therapeutic forms of exercise such as walking outdoors with friends and swimming. Resilience is the ability to effectively adapt and

recover quickly following external or internal challenges (APA, 2022); exercise provided me with a mental break and physical exertion sufficient to allow me to handle the new challenge. According to the NHS (2021), in order to stay healthy or improve health, adults should do at least 150 minutes of moderately intense activity a week. This would also ensure up to 30% lower risk of depression. Physical activity is recognised as a tool that benefits mental and physical health and is suggested as a strategy to reduce the negative effects of stress (Gerber et. Al., 2010) Mental health charity MIND (2019) states that there are many studies which have shown that doing physical activities can improve mental health as it supports better sleep by making you feel more physically tired at the end of the day and releases hormones such as oxytocin which improve mood and manage stress, anxiety and negative thoughts and feelings. Being physically active can also give the brain something to focus on and can be a positive coping strategy for difficult times, which is particularly relevant for those working in a demanding Policing environment. Similarly, the NHS (2018) document '10 tips to beat stress', devised by Professor Cary Cooper, Occupational Health expert at the University of Lancaster, includes being active, connecting with other people and having 'me time' as means of reducing stress.

Spending time with my family and friends is another preferred coping strategy which provided me with the opportunity and time to switch off and connect with others in order to strike a lifestyle balance as opposed to isolating which can be a negative coping strategy and can actually increase feelings of stress and anxiety (Smith et.al, 2016)). A work-life imbalance could cause stress and health related problems amongst employers and employees (Kumarasay, M et.al, 2016)

I have also undertaken both reflective practice and self-evaluation since commencing my duties as a Police Officer, in order to help me learn, develop and cope with new demands. Regular reflective practice has helped me become more self-aware, giving me more confidence when making decisions, feel more effective in my learning and therefore reduced stress. After carrying out learning activities during initial training, I would take time to think about the task, try to understand it and reflect on my feelings and thoughts before and after - as illustrated in the Gibb's Reflective Cycle diagram below. This helped me analyse what worked well and what didn't, draw any relevant conclusions and learning outcomes as well as actions for the future. I also documented my reflections during periodic reviews with trainers and following set assessments. I found reflections and discussions to be a useful tool and coping strategy, which reassured me in terms of personal progress and achievements as well as helping me keep track of improvement required.



(University of Edinburgh, 2020)

The College of Policing (2020) document 'Resources for Reflective Practice' states that reflective practice is the ability to reflect on your actions and improve; this is a key skill in practice-based proficient learning.

The difference between reflective practice and reflection is that reflective practice is recorded or captured, while reflection is a cognitive activity. (College of Policing, 2020)

The Gibbs Reflective Cycle (date) is a model of reflection setting out six stages of exploring an experience. The model is a reflective practice I used and provides a structure for processing events, new and repeated experiences, allowing for evaluation of things that went well or didn't go well and plan future actions. The model is useful to reflect on experiences encountered in a Policing environment as it allows learning from practice and plan future actions based on experience and reflection.

Compared to reflective practice, reflection is a balanced process of evaluation between what has gone well and what has gone badly thus learning from mistakes and feedback and developing on a personal and professional level. For example, through reflection on my learning experience in the classroom, I could see that practical tasks had a greater impact than simply learning legislation from theory books/ notes. Once something has been experienced, I always start to reflect on what has happened naturally following the cycle of experience – reflection – action (Era Cycle, Jasper, 2013). The process of reflection can unleash positive and negative feelings (Boud, 2001, p4) but can also help gain a different perspective as argued by Borton's model of reflection (date).

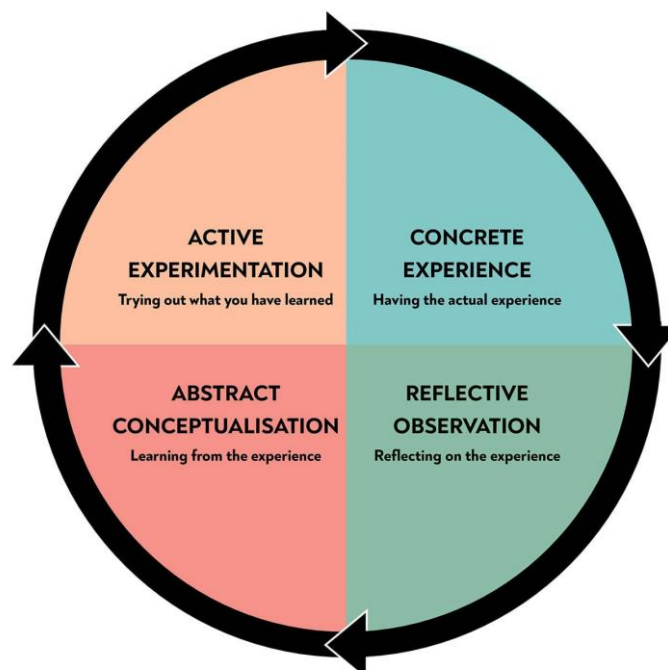
Another situation where I used reflection to cope with the stress of my new role is after attending my first incident involving confrontation. I felt that my colleague and I had not been completely in control of the incident and that there was a risk that an aggressive male present inside the address could have caused us harm. I felt frightened by the incident and was concerned that we had been exposed to a dangerous situation.

However, I later reviewed the Bodyworn video footage and discussed the incident with colleagues. Although the male hit a wall and slammed a door while leaving the address, we

were able to talk to him calmly without escalating the situation and he left the address without the necessity to use any force. I believe that I have moved through the stages of learning from my initial attendance at the incident (Concrete experience) through to gaining learning opportunities from my attendance (Abstract Conceptualisation) which I aim to use when attending future similar incidents (Active Experimentation).

Reflecting on the incident increased my confidence in my ability to use tactical communication and emphasises how reflecting can maintain and improve personal wellbeing and resilience. Kolb's Experiential Learning Cycle (1984) is a four-stage learning cycle where the learner moves through each of the stages as highlighted in the figure below.

Developing an understanding through actual experiences and following with reflective observation is effective for my personal style of learning.



(McLeod, 2017)

While the main coping strategies I have applied to date are physical activity, connecting with others, maintaining a lifestyle balance and taking time to reflect, I am aware that within the Police Service, I can access other internal and external sources of support which include Blue Light Together (2022) – access to Champions in the work place, Care First (2022)– confidential 24/7 telephone counselling services to South Wales Police employees, access to counselling and trauma services to address long term mental health issues or issues following a traumatic incident, access to welfare support officers and other projects and initiatives such as Wellbeing Days and access to Welfare Support Dogs to improve emotional wellbeing amongst staff.(South Wales Police, 2022)

In conclusion, as a mature learner and mother, I have used coping strategies in order to minimise stress and ensure mine and my family's wellbeing. After practical situations, I have taken time to critically reflect on how the situations advanced, my own personal performance, what aspects went well, areas for improvement and how the learning situation personally affected me.

Word count including in-text referencing: 1525

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:

Communication Skills, Managing Conflict, Valuing Difference and Inclusion

- Critically assess the incident
- Reflect on your application of effective communication

Describe use of force and models considered

In this essay, I will be looking at an incident I have attended, critically assess the decisions made, the force used and reflect on my application of effective communication.

A colleague and I were required to assist male officers who had arrested a female for two domestic related assaults. The colleagues required our assistance to search the female to ensure that an officer of the same gender conducted the search in accordance with what is a "fair and effective stop search" (College of Policing, 2022)

On arrival at the location, officers had already arrested the female; I conducted a safety search of the female's outer clothing, which resulted in nothing suspicious recovered.

The search was conducted after arrest under section 32 of PACE to search for anything the female could have and use to escape lawful custody or anything which might be evidence relating to an offence. (PACE s.32, 1984). Following the search, the arresting officers placed the female without handcuffs in the caged Police van to be transported to the custody unit.

The College of Policing Approved Professional Practice for Detention and Custody documents a risk assessment for the restraint and escort of prisoners, which should include aspects such as: condition of detainee, history of violence, length of journey, established actions of the person prior to Police intervention, assessment of escape risk. In addition, according to the Approved Professional Practice (2020), prior to departure, officers responsible for movement of detainees should be briefed on any heightened risk or identified increased vulnerabilities of the detainee and constant supervision and monitoring is required (College of Policing APP, 2020)

Following the approved practice guidelines, I sat in the central compartment of the vehicle so that I could monitor the female to ensure her safety while she was transported. Initially, the female was compliant. A short while after the journey commenced, I saw that the female had taken the laces out of one of her shoes. I immediately advised my colleague, who was driving; my colleague stated that we would stop at a nearby Police Station whilst en-route to the custody unit where we would be met by other officers to assist us in removing the laces from her. I continued to communicate clearly to the prisoner, giving her simple commands, continually assessing the risk, watching for her response and feedback using verbal communication and negotiation skills to try and keep her safe and well. (College of Policing, 2022)

I then saw the female place the shoelace around her neck. I again alerted my colleague, who swiftly stopped the vehicle at the Police Station. I opened the inside door to the cage of the vehicle before entering and attempting to take the lace from the female. My colleague also entered the cage through the inside door, which meant that there were three of us inside the cage, including the female.

The female attempted to resist me by pushing her feet into my legs in to keep me away from her while she had the lace around her neck. While she was not using deliberate force against us the female was displaying active resistance whilst intoxicated; she did not want us to take the lace from her and was struggling with us to keep hold of it in her hands.

My colleague and I were able to get the lace from the female by taking hold of her arms and removing the item from her. Under Common Law, anyone can use force in order to save life and our force was reasonable in the circumstances (S.3 Criminal Law Act 1967).

Other colleagues then opened the rear cage door from the outside. We moved the female out of the cage and into the street, where I placed her in handcuffs to the rear in the back-to-back position. The female became agitated and distressed when she realised, she had to be cuffed, which is why colleagues didn't handcuff her earlier that evening. Based on the L.E.A.P.S communication model, I listened to her fears after which I remained firm but clear and explained this has to be done for her safety and ours and informed her that once she was safe in custody, the handcuffs would be removed. (College of Policing Conflict Management, 2020)

Once we established that she had not experienced any adverse medical effects, the female was transported to the Custody Unit. In line with the guidance from the College of Policing (2020), I maintained constant observations on her during the transport.

Critically assess the incident

I identified that the decision to sit in the central compartment of the Police van meant that I was able to promptly identify the risk that she posed to herself when taking the lace out of her shoe and my colleague and I were able to intervene before she was able to harm herself. Placing my Bodyworn camera in a position where it captured the female while she was in the cage meant that her actions and the force used to remove the lace were correctly captured on Bodyworn footage. This complied with South Wales Police Force Policy in respect of use of Bodyworn video (South Wales Police, 2017)

While I did not anticipate the necessity to use force on the female when I placed the camera in the police van, doing so ensured that any force was compliant with Force Policy.

I also identified that different decisions from the moment of arrest could have prevented the incident taking place altogether.

On my initial attendance at the incident, I did not conduct a check of the female on the Police National Computer and did not ask if my colleagues had conducted a check prior to my arrival. As specified in the College of Policing risk assessment for restraint and escort, the risk assessment would determine the level of restraint required to convey the detainee and should include actions after contact with Police, warning markers on PNC, information from family and friends, history of violence etc.

The female was in the cage while wearing shoes with laces and without having had handcuffs placed on her, which allowed her the opportunity to remove the laces. If we adhered to the risk assessment and conducted a full briefing prior to placing her in the vehicle, I may have been aware of the risk she posed and the preventative measures of removing the laces or placing her in handcuffs could have been put in place.

Once I saw the female placing the lace around her neck, my colleague and I both entered the rear cage from the inside. This was an error as we were struggling with the female in a confined space and the inner door of the cage could have shut behind us, trapping us in the cage with an aggressive detainee.

Reflect on your application of effective communication

When speaking with the female I communicated with her in a calm tone, I explained to her why certain actions were being taken, I spoke clearly to her and used simple language. I used effective and clear communication, firm but also polite. I had also dealt with the female some days earlier when I had showed empathy towards her following the death of a relative and reminded her of this interaction. As a result, she responded well to me and I was able to maintain a good rapport.

The main communication tactic I used when dealing with female was the five step appeal – mainly the first stage of the simple appeal – asking the female to comply with my requests; this proved the most effective in this situation.

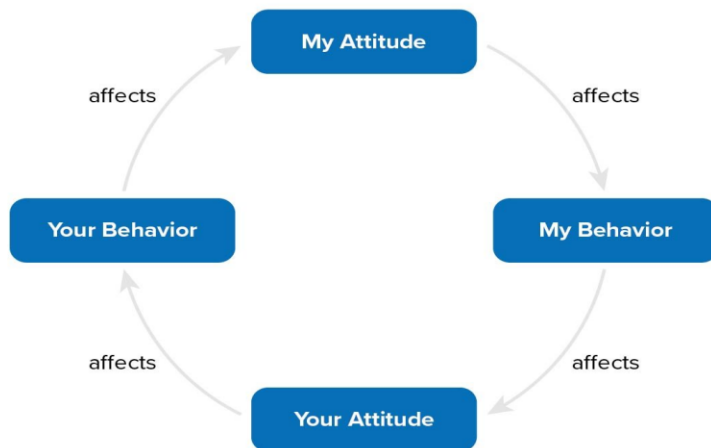
However, at the point where the female placed the shoe lace around her neck in the van, the urgency of the situation escalated and it was necessary to get the item from her. This required a dynamic risk assessment and using the NDM to react to the immediate threat.

When attempting to remove the lace, I remained calm ensuring that my communication style was assertive talking to her throughout the physical contact (College of Policing Conflict Management, 2020). This had limited effect, as the female was actively resisting us as she did not want to let go of the lace. While I kept talking to her throughout, it was important to get the item off her as quickly as possible to avoid her harming herself.

(College of Policing, 2020)

Once the prisoner was safe and secured in the van, I reverted to a calmer conversational style where I explained things to her using simple language, checking on her welfare, calm tone and minimised the number of people dealing with her. Minimising the number of officers dealing with the female was relevant as she had taken a dislike to one of my colleagues, whose presence was escalating the female's behaviour and agitating her. By continuing to talk to her and maintaining my calm communication style, I was able to establish an effective channel of communication.

I was conscious that my attitude and behaviour affects her attitude and behaviour; if the situation was to escalate, a vicious circle of communication could develop. This approach is based on the theory of Betari's Box:



(Mind Tools, n.d.)

Use of force and models considered

The use of force initially used when I arrived at the scene was a primary control technique, as I held the female in the escort position before commencing a search of her under S. 32 of PACE. At this stage, she was compliant and the primary control skill for overcoming low level resistance was effective. While a low level of force, it still requires physical contact with the person in question and requires the officer to be within close proximity of the detained person. According to the Personal Safety Manual (College of Policing, 2020) the escort position is also known as the 'ordinary Police hold' and is often utilised to establish initial control of a subject.

Once the female had placed the shoe lace around her neck, my colleague and I struggled with her in order to take it from her. We used what is described in the Personal Safety Manual as unarmed tactics, but we did not use recognised or specified techniques, as we simply struggled to get the item from her as she pushed away with her legs.

After we had taken the lace from her, she was removed from the vehicle and handcuffs were applied.

The ACPO guidelines (2009) in respect of the use of handcuffs state that any intentional application of force to the person of another is an assault, and the use of handcuffs amounts to such an assault and is unlawful unless it can be justified under specific legal powers.

Over recent years, a number of prominent incidents have demonstrated how disproportionate use of force by Police can have an impact on individuals concerned and also the wider community. The murder of George Floyd by Police Officers during in Minneapolis in May 2020 had a significant global impact on the perception of use of force by Police and drew questions around the proportionality of force used by Officers, particularly towards people from BAME backgrounds. The aftermath of the incident and the ripple-effect created as a result of this single incident demonstrates the need for justification, proportionality and transparency when using any type of force against members of the public.

In order to ensure that any force I used was justifiable, I followed the following mnemonic:

Justifiable: I was able to justify the force used against the female as the objectives were to safely detain her after she had been arrested and to prevent her from causing harm to herself.

Proportionate: At all stages during the incident, the level of force used was proportionate to the objective I was attempting to achieve; I always used the lowest level of force possible.

Legal: The legal power I used to initially use force was under section 117 PACE (1984). The search of the female was conducted under s.32 of PACE, section 117 of PACE provided the power to use force to achieve this.(PACE s.117, 1984)

One of the core operational duties of the Police is to protect life and property. Therefore, while not specifically prescribed under a legal power, Police officers have an overriding duty to act in order to save life and limb. My use of force used to remove the shoe lace from the female was derived from this overriding duty.(College of Policing Operational Planning, 2013)

Accountability: In order to ensure that my actions were accountable and in line with South Wales Police and National Police Chief's Council policies in respect of recording force, I completed the Use of Force form to record the details of the force used.
(South Wales Police Policies and Procedures, 2019)

Necessary: The use of force was necessary as I needed to be in physical contact with the female to remove the shoelace from her and placing her into handcuffs prevented further self-harm.

Ethical: The actions I carried out were ethical and in line with legislative context and my overriding duty to save life and limb. I was also able to justify my decision making throughout and explain it to the female.

The College of Policing Authorised Professional Practice (2013) states that the National Decision Model (NDM) is suitable for all decisions and should be used by everyone in Policing whether in spontaneous or planned operations, operational or non-operational, by an individual or a team of people. This can be used to structure a rationale of what they did during an incident and why.Using the NDM in decision-making in respect of use of force, ensures that any force used is in line with legislation and complies with the Code of Ethics. The model also ensures that a review takes place of every decision made in line with the model, which allows for an assessment of what went well and what did not go well during an incident and identifies learning opportunities from incidents.

When considering use of force and tactical communications, the Personal Safety Manual also provides the 'Five Step' appeal as a way of dealing with resistance and giving the person every chance to comply (College of Policing Conflict Management, 2020). Although I considered using this model, the need to act decisively and quickly meant that making appeals in line with the model was not appropriate; the prisoner posed an immediate risk to herself, which meant me using force was the only option available to us at that time.

In conclusion, whilst this was a dynamic situation where majority of decision were taken by my tutor and experienced officers, on reflection as a student officer and considering managing conflict models, I feel I have learnt valuable lessons which I will apply in the future on when conducting arrests and transporting prisoners.

In conclusion, on taking time to reflect on a difficult incident and critically assessing my decision making and communication techniques I can identify what went well and what did not go so well so that I could prevent potential mistakes in the future and improve my policing practice.

Word count including in-text referencing: 2514

<https://www.college.police.uk/app/stop-and-search/legal/legal-application>

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:

In this essay, I will critically assess an incident I attended where I dealt with a 17-year-old male alleged to have been causing a disturbance in the street and I will illustrate how policing values were engaged, including culturally sensitive practice.

On arrival, the male was in an agitated state and was arguing with people in the street, some who he clearly knew. Initially, some of my colleagues attempted to speak to the male, but he was unwilling to engage with them. He was unhappy that they were carrying Taser and stated that he had a distrust of the police due to the murder of George Floyd in America. The male was from a BAME background and in addition to continually refereeing to the George Floyd murder, he made it clear he did not trust the Police and felt he was at risk of violence from the Police due to his ethnicity. He was not listening to my colleagues, which resulted in them raising their voices whilst speaking to him, which resulted in him becoming increasingly more agitated and upset.

The male's distrust in Police is reflected in wider society since the murder of George Floyd. A YouGov survey (2021) of 1,009 British Ethnic Minority adults showed that only 44% trusted the Police compared with 52% in October 2020. This figure was substantially lower than that of the public, 60% of whom stated that they trust the Police. Of the 1,009 British Ethnic Minority adults surveyed in October 2021, 59% saw Police brutality as a significant or major problem, compared with 51% in October 2020.

In addition to this, The Bradley Report (2009) and the Independent Commission on Mental Health and Policing (2013) reports into mental ill health and policing and recognises repeated shortcomings in the level and style of communication between police officers

and people with mental ill health and vulnerabilities. The reports suggest that this may have led to the disproportionate use of force and traumatic experiences for these people. On exiting the police van, I spoke with a relative of the male who was also present. She told me the male is autistic and during severe episodes has specific needs.

I ensured I kept calm and approached him in a non-threatening way respecting personal space; I used his name when speaking to the male and spoke clearly without raising my voice. The National Autistic Society (2020) provides guidance about respecting personal space and tone of voice to Criminal Justice professionals on how to communicate with someone with Autism, as merely the presence of Police may cause great anxiety in an Autistic person.

I continued to speak in a calm but clear manner and ensured that the male understood that no criminal offences had been committed and therefore he would not be arrested. I also informed him that I am from a minority ethnic background myself, which allowed me to build a rapport with him.

I encouraged him to walk with me away from other officers and people he had been arguing with, whilst still giving him sufficient space. I was then able to walk with him for a while until we reached his address nearby and his grandmother who was able to remove him from the situation.

The College of Policing Authorised Professional Practice for Armed Policing (College of Policing, 2021) states that individuals who are emotionally or mentally distressed may respond to the arrival of armed officers, or those equipped with a CED (Taser) in an unpredictable or unexpected manner. Failure to recognise and understand why someone may not be complying with instructions or communication could increase the tension of a situation. On arrival I could see that the male was reacting negatively to the other officers, he was shouting, cowering down to the floor, asking officers for ID, and shouting they would brutalise him because of his ethnicity. I approached calmly, asked his name, introduced myself and showed my warrant card, showed him I was not carrying TASER and I then encouraged him to walk away from others present, including my colleagues as some were carrying Taser.

After the incident, and due to the fact that during our conversations, the male told me that he had little support for his specific needs and also wished to gain further education, I submitted a Public Protection Notice to the Public Protection Unit, which in turn resulted in the male being referred to the Early Help Team for further guidance and support.

Consider and reflect on your responsibilities

As a Police Officer, I have several legal, ethical and procedural responsibilities in respect of dealing with members of the community from a diverse range of backgrounds.

In July 2014 the College of Policing introduced the Code of Ethics, with the aim being to support each member of policing profession to deliver the highest professional standards in their service to the public. The Code of Ethics sets out nine Policing Principles and ten Standards of Professional Behaviour. Included in the Policing Principles are Fairness (the requirement to treat people fairly) and Respect (the requirement to treat everyone with respect).and Courtesy (acting with self-control and tolerance, treating members of the public and colleagues with respect and courtesy) and Equality and Diversity (acting with fairness and impartiality and not discriminating unlawfully or unfairly). (College of Policing Code of Ethics, 2014)

When dealing with the male, I ensured that I used suitable language in short clear sentences that he always understood and was respectful towards him, situation, his background and the fact that he was Autistic. I adapted my language style to suit him and did not judge him, despite him having been involved in a dispute with others in the street.

The Equality Act 2010 places responsibility on Police Officers when carrying out their duties and legally protects people from discrimination in the workplace or the wider society. The Equality Duty part of the Equality Act states that public bodies must consider all individuals, individual needs or disabilities when carrying out their day-to-day work, when shaping policies, when delivering services and in relation to their own employees.

The male had two protected characteristics defined under the Act (disability and race). Therefore, as stated in the above sections, I ensured that my communication style and manner when dealing with him was appropriate to both the situation and his specific needs. (Legislation.gov.uk, 2015)

The College of Policing Authorised Professional Practice for mental vulnerability and illness (2016) sets out guidance in respect of dealing with people with certain vulnerabilities.

The guidance states that early recognition of the possible mental health problems, learning disabilities or suicidal intent of people they meet is crucial to ensuring an effective response. This is true whether the matter requires a criminal justice response, a social or healthcare response or a combined response.

The guidance goes on to recommend a few behavioural and communication styles which can best suit individuals who experience mental vulnerability and illness including using less coercive forms of communication, demonstrating compassion, encouraging active participation and demonstrating patience towards the person. Fair decision making and respectful treatment of the public by the Police helps foster Police validity. (College of Policing APP Mental Vulnerability and Illness, 2016)

De-escalation can be an approach as a means of calming an agitated individual to reduce or prevent the use of force or restraint. Active engagement, giving the person space and time and verbal stepping down are suggested as tactics and these were all tactics I used when dealing with the male at the scene of this incident. My approach allowed me to maintain legitimacy with him and eliminated the necessity for either my colleagues or I to use force or restraint techniques during the incident.

In addition to legislation and national guidance, Force Policy within South Wales Police (South Wales Police, 2021) similarly sets out direction and best practice in dealing with people from a diverse range of backgrounds and abilities. According to the Child Protection and Safeguarding Children and Young People Force policy, the definition of a child is somebody who has not yet reached their 18th birthday. Therefore, the male in question, who was aged 17, fell within the scope of the policy. Where an officer has safeguarding concerns with regards to a child, a Public Protection Notification form (PPN) information sharing document should be completed on NICHE.

In this instance, while I did not consider that there was a risk of the male suffering or being likely to suffer significant harm as defined by Section 47 of the Children Act 1989, I did identify safeguarding concerns as he informed me that he had a specified vulnerability (Autism) and he had been involved in a disturbance or dispute in the street with other people he knew.

Therefore, as allowed by the policy, I made the decision to record my rationale and submit a PPN to the Public Protection Unit in my BCU. The policy also specifies my responsibilities in respect of data sharing, as information on a PPN is often shared with other agencies so that support can be provided to the young person. The guidance states that where possible, professionals should share information with the agreement of the person concerned. Therefore, I was open and honest with the male and his grandmother about my motivation for wishing to share the information about the incident. He agreed with my rationale and welcomed my decision to share the information about his situation as he felt that he would benefit from additional support which was presently lacking.

Following submission of the PPN, the Multi-Agency Safeguarding Hub (MASH) reviewed the information on the document and forwarded it to Early Help for further contact with the male and for support to be provided.

Early Help are multi-agency teams consisting of Police, Social Workers and staff working for 3rd sector organisations (such as Barnardos) which were set up as part of the Early Action Together programme.

From a Policing perspective, officers and staff dealing with potentially vulnerable young people are well placed to identify children and young people who may require further support at an early stage and therefore provide early intervention by referring them to Early Help Hubs for further support and guidance. The positive impact of this joint approach and early intervention can prevent children and young people from entering the criminal justice process at an premature stage.

Illustrate how policing values were engaged, including culturally sensitive practice and language preference.

When dealing with the incident and in particular, the male in question, I ensured that a maintained high standard of professional behaviour throughout and employed appropriate styles of verbal and non-verbal communication when engaging with him: respectful language, calm tone, active listening, clear language and simple requests. My approach was based on advice from the National Autistic Society, from independent reports and from the College of Policing in respect of how I should communicate with him.

At national and local level, reported figures indicate that black people are 'over-Policed' in respect of some aspects of Police activity, such as stop and search and use of force (Police.uk, 2022)

For example, data relating to stop and search between November 2021 and May 2022 in the South Wales Police area indicates (South-Wales.police.uk, 2022) that the number of stop-searches was disproportionately higher amongst black people than any other ethnic group. During this period, 12.71 black were subject of stop and search compared to 2.35 white people, 3.38 Chinese or another ethnic group, 4.61 mixed ethnic group and 3.36 Asian or Asian British ethnic group per 1,000 population. In summary, black people are three times more likely to be stopped and searched than any other ethnic group in South Wales.

When examining use of force data, it is evident that between January and March 2022, most people who South Wales Police officers used force against were white (3,758) compared to Black (192), Asian (97), Mixed (77) or Other (34). However, when taken as a rate per population, force was used against 14.9 black people compared to 3.1 white people, 7.3 mixed ethnic group people, 2.2 Asian people and 1.9 other ethnic group people per 1,000 population. Therefore, black people are almost five times as likely to have force used against them than white people when considering the rate of force used as a proportion of population. Such data has obvious risks to relations between Police and black people and the legitimacy of the Police in the eyes of some communities with a higher population of black people.

There is scope for some counterargument to balance this interpretation, such as the fact that the information is based on census data which is 11 years old; examining data in specific areas where the population of black people is higher than that of white people would provide different results or that research conducted by South Wales Police has concluded that officers are conducting stop search proportionately.

In April 2022, the IOPC published the National Stop and Search Learning Report which also alluded to a national trend of the disproportionate use of stop search towards young, black men.

(IOPC, 2022)

Following this report, the College of Policing, and the National Police Chiefs' Council, working with Black communities and partners such as the National Black Police Association and Independent Scrutiny and Oversight Board compiled the Police Race Action Plan, which sets out changes across Policing to improve outcomes for Black people who work within or interact with Policing. One of the desired outcomes highlighted in the plan is to ensure that Black people do not feel over-Policed.

This includes reducing the risk of criminalising black people and ensuring that early action, diversion, and prevention are promoted when dealing with black people and ensuring that their needs and vulnerabilities are taken into consideration.

Through my approach in dealing with this incident, I reduced the risk of criminalising the male in question by taking him away from a potentially volatile situation, giving him time and space to communicate, considering his specific needs surrounding his vulnerabilities and allowing him to return home with family members.

In conclusion, this incident required me to be aware of cultural, ethnicity and diversity issues and consider the powers I would use. On reflection, I have successfully prevented the criminalisation of a young person who was becoming gradually aggressive in the street due to an Autism episode and his belief about police officers. Using a Public Health approach (National Police Chiefs Council, 2022) also ensured that early action and prevention were utilised as tactics to deal with the male as opposed to 'criminalising' him by progressing through a criminal justice route.

Word count including in-text referencing : 2432

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:

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

Critically assess & reflect on how you applied the National Decision Model (NDM)

In this essay I will critically assess and reflect on my application of the National Decision Model during an investigation I conducted as an Officer in Charge.

During my first few weeks as a Response officer, I attended a report of an assault on a 13-year-old female by her father. The incident was reported by the school of the complainant, where the female reported the matter to her counsellor. The complainant alleged that her father had grabbed her to the arm and dragged her from his house, resulting in bruising being sustained to her arm.

The College of Policing (2013) describes the National Decision Model (NDM) as the primary decision model for the Police Service. The model should be used for all operational and non-operational situations and all decisions; it can be applied to live in-coming incidents or strategic procedures carried out by individuals or a team.

Decision makers can base their rationale of actions taken during an incident and why on the NDM. It can also be used to review decisions, movements and to promote learning.



(College of Policing APP, 2013)

The NDM is a cyclical model encompassing 5 components illustrated above, each with an area for focus and consideration and the Code of Ethics at the centre to emphasise the point that the Code of Ethics must be at the heart of all decision making.

The nature of the model means that as new information becomes available during an incident or investigation, you re-assess and work through the model based on that new information.

Information / intelligence

Once the assault investigation was allocated to me, I commenced the gathering of information and intelligence, which involved me reviewing the information held on the NICHE occurrence. I also reviewed the antecedent history in respect of each of the parties involved in the incident. This revealed essential data such as the fact that none of the parties had any previous criminal convictions.

On reviewing the occurrence enquiry log, I could see that the alleged offence had taken place two days earlier and that following a referral being made by the school, a strategy discussion had taken place at a Multi-Agency Safeguarding Hub which involved Police, Social Services and Health professionals. I could see that a joint visit to the complainant between Police and Social Services had taken place, during which the complainant provided an account of the allegation and that she had seen the suspect since the incident. The

complainant also confirmed that she resided with her paternal grandmother under a child arrangement order and did not want to pursue a complaint. She had also undergone a Child Protection medical examination which confirmed the presence of the non-accidental injuries which were consistent with her allegation.

Assess threats and risk and develop a working strategy

Based on the information I had gathered from reviewing the NICHE records, I assessed the threat and risk and developed a working strategy. At this stage, I identified that the risk to the complainant was low because her immediate safeguarding had been addressed; it was the first time her father had assaulted her and they had seen each other since without any further incidents taking place. I also identified that the risk to the suspect's other children was low as a joint supervised visit had taken place without any concerns being identified. I identified that the risk to the wider community was low as it was the first time such allegation was made against the suspect and the level of assault was minor. I further identified that the risk to the suspect himself was unknown, as he had not yet been spoken to by Police or other agencies. However, I also noted that he had no warning markers and no recorded history of mental health issues or suicidal tendencies.

In view of this, I developed a working strategy with tailored priorities and planned an investigation into the allegation to allow me to deal with the suspect appropriately.

Consider powers and policy

I established that an allegation had been made that the suspect had committed battery contrary to Section 39 of the Criminal Justice Act 1988, therefore, I had grounds to suspect him of being responsible for committing the offence. (Legislation.gov.uk (s.39 CJA), n.d.)

I also considered my legal powers in respect of how the suspect could be dealt with. Battery is a summary only offence which meant that there was no power of entry to locate the suspect in order to arrest him, however, I could arrest the suspect providing both elements for a lawful arrest under S.2 PACE were met:

A person's involvement or suspected involvement or attempted involvement in the commission of a criminal offence;

AND

Reasonable grounds for believing that the person's arrest is necessary.

(PACE 1984 (Code G), 2012)

Although I was satisfied that there was sufficient evidence available to suspect the commission of the offence, I was not satisfied that the necessity criteria for a lawful arrest was met. I formed this opinion based the time lapse since the incident, the parties had been together since the incident without a recurrence, the immediate safeguarding of all children had been addressed and the only line of enquiry outstanding was to interview the suspect; this could be done on a voluntary basis. In addition to considering legislation, I was also aware that I needed to consider internal force policies when conducting my investigation. While the incident did not meet the statutory definition of domestic abuse (South Wales Police, 2021) due to the age of the complainant, I was conscious that I should still take positive action in respect of the suspect, that minimising risk to him was also part of my working strategy and that he had not yet been spoken to.

Identify options and contingencies

At this stage, I identified the options available to me were as follows:

- take no action in respect of the suspect, as the complainant did not wish to pursue a complaint;
- arrest the suspect, if the lawful arrest necessary criteria was met;
- to visit the suspect and invite him to be voluntarily interviewed.

Take action and review what happened

Based on the above considerations, I attended at the suspect's address, informed him that an allegation had been made and invited him to be interviewed as a suspect voluntarily. When I spoke with the suspect, he immediately expressed remorse, admitted what he had done and explained the circumstances in which it had happened. I subsequently interviewed him at the Police station as a volunteer and he reiterated his admission. I reviewed all the information that had been obtained from the investigation and interview and appraised the Sergeant responsible.

As the attendance at the suspect's address and subsequent interview ultimately resulted in new information being obtained, this commenced another cycle of the NDM taking place. I established there was no change to my original threat assessment or working strategy. However, the powers and policies that I now needed to consider related to how to appropriately deal with the suspect.

On discussing the case with colleagues and a partnership agency 'Future4' who are responsible for administering the 'Revolving Door' out of court disposal pilot, I established that one of my options and contingencies was to deal with the suspect by way of out of court disposal which would result in him working with a dedicated caseworker for up to twelve weeks to address his specific needs. The suspect had made a full and frank admission to the offence, which was considered 'low level' therefore this was authorised by the Sergeant. (South Wales Police Justice Services, 2021)

This was not a dynamic incident however the NDM was an effective tool to assist with decision making and provided me with the opportunity to fully assess information and intelligence available before methodically working through the model.

Determine your responsibilities when managing the offender and suspects and recording and retaining significant information.

When dealing with the suspect who had attended the police station voluntarily to be interviewed, I ensured that at the commencement of the interview, the suspect was cautioned and was informed that he was not obliged to remain at the police station. I also ensured that the conduct and recording of the interview was not diminished simply because he was not under arrest. I reminded him of his right to free legal advice (which he declined). I also ensured that I provided sufficient information to the suspect about the alleged offence and why he was suspected of committing it in line with the requirements under Code C of Police and Criminal Evidence Act (PACE). (PACE (Code C) (p.19 - 21), 1984)

Chapter 4 of the Disclosure Manual, which relates to the relevance, recording and retention of material, states that the Criminal Procedure and Investigation Act 1996 (CPIA) Code of Practice requires retention of material of any kind obtained in a criminal investigation, which may be relevant to the investigation.

According to the CPS (2021) Code of Practice, relevant material refers to anything which may affect the offence, the suspect/s or any surrounding circumstances. This can include material coming into the possession of an investigator, the Officer in Charge (OIC) or the disclosure officer or material generated during the investigation. The roles of investigator, OIC and disclosure officer can be performed by different people or the same officer but the OIC has the responsibility to ensure all reasonable lines of enquiry are followed through and all relevant procedures with regards to recording and retention of material are adhered to. The disclosure officer oversees the analysis of all relevant material that has been retained as part of the investigation when not part of the prosecution case and should keep an accurate record of the rationale for all decisions.

(CPS, 2021)

Although this offence was somewhat complex in nature, it was not anticipated that a large amount of material would be generated therefore I carried out the functions of OIC, investigator and disclosure officer. This required me to review all available material from the outset including the occurrence enquiry log entries from other officers and information received from the Child Protection Medical examination. I pursued all reasonable lines of enquiry which included obtaining an account from a disclosure witness who the complainant had made a disclosure to regarding the assault and obtaining an account from the partner. I also ensured that all my actions and enquiries were recorded correctly on the occurrence enquiry log and voluntary attendee record of the suspect. Once the suspect was interviewed, I ensured that the video recording of the interview was saved correctly on the digital system and exhibit accordingly. This matter was dealt with by an out of Court disposal therefore functions of the disclosure officer such as liaising with the prosecutor for the disclosure test were not required.

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

A cognitive bias is a rigid notion about a person or an object, based on information we have, perceive to have, or lack. These biases are mental shortcuts the human brain produces to speed up information processing – to help understand quickly what it is being seen.

Biases make it difficult for people to exchange accurate information or draw conclusions. A cognitive bias alters critical thinking, leading to misinformation or misunderstandings that could be damaging to others. As a result, cognitive biases can be damaging to independent and impartial investigative processes and investigators. (MasterClass, 2020)

Some examples of cognitive biases include:

Confirmation bias

Confirmation bias is described as the tendency to reinforce a supposition by seeking evidence to prove the point while minimising unreliable evidence. In criminal investigations, preferring information consistent with the hypothesis could undermine correctness by leading investigators to disregard evidence that challenges their theory of a case. (O'Brien, 2009)

When conducting this investigation, there was the potential risk of confirmation bias taking place since the complainant was a child who had been assaulted by her father and, conversely, because there were suggestions from the complainant's family that she had been misbehaving recently. There was therefore the potential risk of me forming hypothesis about the case and either treating the suspect too harshly as his assault was on a child, or of treating him too leniently as there was a negative perception amongst family members of the complainant's behaviour.

The Dunning-Kruger Effect

This bias refers to people perceiving information or an event to be simplistic just because their knowledge of it may be simple or absent. I.e., the less you know about something, the less complicated it may look (Sciencedirect, 2022) This form of bias limits inquisitiveness. People don't feel the need to further explore a concept because it seems simplistic to them. This form of bias can be dangerous when conducting criminal investigations as it can cause investigators to potentially conduct superficial investigations, without establishing the source of incidents or issues and could result in lines of enquiry not being fully explored.

(MasterClass, 2020)

With this incident, I ensured that I meticulously followed all lines of enquiry which included gathering information from a range of different sources and considering all of the evidence to

make decisions about the case. I also ensured that when I interviewed the suspect, I established the underlying reasons for the assault on his daughter by asking him open and probing questions which revealed the nature of the relationship between them and ultimately the cause of the assumed assault.

Availability bias

Availability bias refers to the propensity to use the information we can quickly recall even if this information is not the best representation of the topic or idea being evaluated. Comparable to the Dunning-Kruger, this can limit the depth of a Police investigation, as investigators may have the tendency to conduct a superficial investigation and make decisions based on information they can easily remember. (MasterClass, 2020)

The Code of Ethics was introduced by the College of Policing in July 2014 with the aim of the code being to support members of the policing profession to deliver the highest professional standards in their service to the public. Included are the principles of accountability, objectivity, and openness. (College of Policing Code of Ethics, 2014)

By keeping the Code of Ethics at the heart of my decision making in line with the principles of the NDM, I was able to ensure that every decision and action I made during the investigation had a sound rationale and was documented so that they would withstand scrutiny. The decisions I made were made objectively and based upon sound professional judgement.

In conclusion using the NDM informed my decision making , informed me of where discretion was possible whilst conducting the investigation, managing an offender and the victim and enabled me to reach a successful appropriate out of Court disposal.

Word count including in text referencing: 2466

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
Utilise NICE investigations tool to be able to obtain photographic and video evidence.	I completed the course in June 2022. I will now achieve this through gaining experience of using the system.	LDS, ICT or colleagues who have already been using the system if I encounter any difficulties or challenges.	I completed the course in June 2022 but my development in using the system is ongoing.
Gain experience in dealing with Traffic related offences and procedures.	Shadow traffic officers in order issue Traffic Offence Reports when offences are identified, to carry out breath-test procedures where appropriate and gain a greater understanding of the initial investigation of road traffic collisions.	Traffic officer – liaised with Hub Sergeant for placement to be arranged in September 2022	December 2022
Complete training to be able to use the Police National Computer (PNC) to obtain previous convictions of suspects and witnesses for case files.	By completing the PNC course.	Learning and Development Support Team in South Wales Police	Emailed and added to waiting list – by March 2023

Complete training to be able to use the CJIT interface to enable me to submit case files to the Crown Prosecution Service.	CJIT – sending files to the Criminal Processing Department	Learning and Development Support Team in South Wales Police	Learning and Development Support Team in South Wales Police
Successfully complete the National Investigators Examination.	By studying online and using written study material.	Police Pass (online study programme).	September 2022

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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: _____ (Learner, Electronic signature or type name)

Date: _____