



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.

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The purpose of this task is to discuss coping strategies I applied throughout my initial training, to improve my ability to be resilient and to alleviate stress. I will consider why it is important to be resilient and ensure my stress levels remain manageable. Thereafter, I intend to define the concepts of resilience and stress, before providing examples of my coping strategies and demonstrate why I believe they help to overcome stress and enhance my resilience. Finally, I will then reflect on my coping strategies, using the Gibbs Reflective Cycle, to identify what strategies had a positive outcome for me and how I can adapt such strategies for my benefit.

(Mosey, 2021) provides that South Wales Police recognises that constables have one of the most challenging roles. They are expected to work in hostile, traumatic and difficult environments, while working long hours and often independently. As a result, South Wales Police acknowledge the importance of ensuring a constable's wellbeing is of paramount importance, so that they can overcome such difficulties and carry out their roles effectively.

Being resilient and minimising stress are necessary to successfully manage such a challenging career. Resilience is defined by (Cosgrove (2020)) as "*a person's ability to cope with, adjust to and recover from adversity, while at the same time learning and growing from the experience*". Therefore, developing resilience allows me to overcome challenging and difficult circumstances and to learn to acknowledge that such experiences can provide a learning opportunity, as well as to help me grow both as a person and in my ability to conduct my work.

According to the (World Health Organization, 2021), stress is when you experience a physiological, physical or emotional change due to adverse or demanding situations. This can have a significantly detrimental impact on your wellbeing and ability to continue to work positively in such environments. However, according to (MacMillan, 2014) stress can result in positive outcomes when experienced short term. It can assist in motivating you to complete work and help to focus your mind on the task at hand. It is therefore a balancing act; adopting strategies to ensure stress remains minimal.

I adopted three coping strategies throughout training, in particular, spending time with friends and family, yoga classes and online mindfulness sessions. I enjoy spending time with friends and family to take time away from my studies. It has allowed me to build a strong

support network with people I confide in. As is discussed in (The Mental Health Benefits of Spending Quality Time with Friends and Family, 2022), I have found that speaking with friends and family and receiving words of encouragement puts me at ease and reminds me that I am capable of overcoming my concerns and persevering with my studies. This has helped to develop my resilience as such support has boosted my confidence and reminded me of my strengths that will help me succeed in dealing with challenges.

In addition, I attend yoga and mindfulness classes twice a week. Such classes act as a distraction from my studying and allow me an opportunity to clear my head, focus on myself and help calm my nerves and anxieties. The (NHS, 2021) advocates that there are extensive benefits to physical exercise both physically and mentally. It allows me to regain control of the decisions I make, relieve myself from the physical or emotional strain I may be struggling with and reevaluate my concerns in a calm manner.

Mindfulness has been used to treat stress-related disorders and generally to improve a person's health and wellbeing, according to (Carmody and Baer, 2008). It has allowed me an opportunity to practice regulating my emotions and to reconsider my perspective on matters that are concerning me in a more positive light. This is a skill that has been essential within response policing, as I have had to deal with challenging and emotional circumstances, where I have had to remain unbiased and professional. With hindsight I have acknowledged the numerous benefits mindfulness classes have had on my ability to do carry out my work in an appropriate manner, while being emotionally aware.

In order to consider how beneficial these strategies have been for me, I used the Gibbs Reflective Cycle (Gibbs, 1998) to reflect on what I found to be helpful or not. (The University of Edinburgh, 2020) provides that the Gibbs Reflective Cycle is a beneficial learning tool to reflect on your experiences and learn about whether those experiences were positive and those that were not, so that you can plan how to improve next time.

Having adopted this model, I have reflected and recognise that each of these coping strategies have offered me a different, positive opportunity to work on myself, reflect on areas of contention in my life and strengthen my resilience. Such strategies provide me with an opportunity to spend time with others, while also having time to focus on myself; a balance of my time that has proven valuable to me. This has created a healthy balance of turning to others in times of need and for support, while also being able to appreciate some independent time. In addition, spending time with friends and family and attending yoga offers me time to distract myself and take a break from my studies, whilst my mindfulness classes offer me time to focus on any difficulties I am facing and consider how to resolve such matters face on.

I do however acknowledge that the amount of free time I have has changed and I therefore need to reevaluate when and how I can prioritise continuing to apply such strategies. While adopting such strategies remains important to me, since starting response policing, I have prioritised spending time with friends and family and dropped to one yoga class a week, to ensure I continue to address any stress I am experiencing and work on how to overcome this, while also ensuring I have time to relax.

To summarise, I recognise the importance of being resilient and minimising stress, to manage my studies and to prepare for response policing. I achieved this through prioritising time with friends and family and attending yoga and mindfulness classes. All strategies have

proved successful, offering me different ways to improve myself and prepare me for the next stage in my policing career. I now recognise the need to reevaluate how I prioritise utilising these strategies now that my free time is more limited. However, it remains just as important that my wellbeing is my highest priority, as the new challenges I face in the next phase of my career continue to require resilience.

Word count – 1,099

Task 2

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

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

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

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

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The purpose of this task is to critically assess a policing incident where I used effective communication to overcome conflict. I will discuss an incident where language and cultural differences made communication difficult and heightened hostility and conflict between parties involved. I will discuss how I overcame such barriers by adapting my style of communication, overcame language barriers and used resources available to me for support, in order to achieve a positive outcome that all parties were satisfied with. I will then reflect on the incident to evaluate why the communication techniques I adopted were effective. Finally, I will discuss the LEAP model that I applied and evaluate the Betaris Box theory to reflect on why it was necessary to adapt my communication to overcome the cause of the conflict.

An incident I played a significant role in concerned a young, foreign female who had stolen fifty pounds worth of children's clothing from a high street fashion store. I attended at the store with my colleague where two of the stores male security guards had detained the female. It quickly became apparent that the female spoke only broken English. On reflection, this was evident as her body language and facial expressions suggested she was confused, agitated and scared. She was also getting increasingly frustrated as no one understood her, while the security guards continued to shout at her in a language she did not understand.

In addition, their body language suggested they were dismissive of her attempts to respond to them and lacked empathy for her struggles communicating in English. It was beneficial to the outcome of this incident that I recognised this from the offset, as I was able to determine a strategy that acknowledged and was sensitive to the fact that there was cultural differences, language issues and increasing conflict that needed to be addressed swiftly to avoid the conflict escalating.

The (College of Policing, 2020) states that it is necessary to recognise communication barriers as early as possible, as this can reduce the likelihood of conflict increasing when someone cannot understand what is happening or what is being said, and therefore avoids anyone feeling confused or scared, by proactively working to overcome such barriers. Further, they also provide that showing empathy and actively listening to try to understand what they are saying and how they feel will improve communication. This is because such skills are proven to build rapport, reduce tension and increases the prospect of a person opening up to you.

I recognised that the offender appeared physically uncomfortable from the offset, and this was therefore not an appropriate environment to discuss the incident. In order to deescalate the conflict, I asked my colleague to take the security guards into a separate room, where he could take their account independently of the female, while I spoke to her privately. My strategy to split up the security guards and the female would allow my colleague and I to speak to them separately, understand their respective positions and then explain how each of them are feeling about what has happened to each other in a calm and approachable manner.

On reflection, if I were to deal with a similar incident again where parties had to be separated due to conflict, I would improve my communication with my colleague whilst dealing with the incident. Having reviewed my strategy and the actions I took, I have recognised that if we had liaised with each other and shared what had been disclosed to each other before making a plan, I could have ensured that the plan took into consideration all that has happened, ensuring a better understanding of the incident and ultimately, I would have felt more confident that the right action was taken. In addition, it may have been helpful for the female to have heard first-hand what the security guards had witnessed, however the language issues and tension between the respective parties made me adjust my approach on this occasion.

In order to communicate with the female, I recognised that I would need additional support in order to overcome the language barrier. I achieved this by utilising a police service called 'Language Line'; a support network that allows us to access an interpreter in order to appropriately communicate and remove the language barrier. With the assistance of an interpreter, I introduced myself again, explained the circumstances of why I was there and provided her with an opportunity to provide her account of what happened in the store.

Throughout our discussion, I adopted the LEAPS Model; a model designed to assist with effective communication. LEAPS stands for listen, empathise, ask, paraphrase and summarise, as provided by (React 2 Training, 2022). This Model can be used in all situations; it proved particularly helpful in this incident as it ensured structure to our conversation, while being clear and concise which was helpful for the interpreter to accurately explain what I had to say to the female and ensured the female understood what was going to happen.

I spoke in simple language and ensured I was respectful and professional. When the female spoke, I actively listened by giving her eye contact, nodding to demonstrate I understood her and summarised all that she said back to her, to confirm I had understood her correctly. It was important that I regulated my emotions and did not raise my voice, and instead remain unbiased and act calmly in order to take control of the situation, to ensure the female would engage with me positively.

My communication techniques proved effective as the female became receptive to opening up and engaging with me. This resulted in a full and frank admission from her to committing the offence. After building rapport with her and removing all conflict from our conversation, She was able to account for what she had done, and she apologised for her actions. Having reviewed my body worn footage of the interaction, I believe adopting the LEAPS Model allowed me to overcome social barriers and my communication techniques were successful in encouraging the female to have an open discussion and account for her actions. I therefore intend on utilising these techniques in the future as it proved successful on this occasion.

In the aftermath of the global pandemic, rising inflation and lack of support facilities for those most in need has resulted in a rise in crimes. In particular, shoplifting during the pandemic rose, with a 21% increase of such crimes between March 2021 and March 2022 (Elkin, 2022). While shoplifting statistics also provide that the level of such offences in March 2022 was still lowering than it was pre-pandemic, there are growing concerns that such offences will continue to rise as the cost of living crisis continues (BBC News, 2023). In light of the above, as shoplifting is becoming a growing concern within retail, I have encountered an increasing frustration amongst people who work in retail who are spending a significant period of their working day dealing with such issues.

As a result, it was evident in this incident that the security guards had adopted a blanket approach to this female, seeing her as just another shoplifter. In addition, I felt their dismissiveness to the female's difficulties communicating suggested that they felt she was being disingenuous by pretending not to understand English. They therefore came into the situation frustrated and angry which created hostility immediately.

To overcome the conflict in this incident, I considered the Betaris Box theory in order to adapt my communication. According to (Revolution Learning and Development, n.d) this theory suggests that your behaviour and attitude can impact the behaviour and attitudes of others. Further, it is a cyclical process where everyone involved has the capability of impacting the reaction of everyone else involved. This was evident in this incident where I quickly acknowledged that the female was mirroring the hostility and negativity that the security guards were projecting. Therefore, I acknowledged that unless I made a conscious effort to take a different, more positive and rationale approach, the conflict may have continued and possibly escalated. Consequently, the security guards would have been less willing to engage with an out of court disposal, which I believed was in the public's interests following the females admission and apology, rather than prosecuting.

(Help Children Live Better, n.d.) further explains that this theory can adversely cause us to continue to see someone in a negative light every time we see them, causing them to get stuck in this cyclical and unconsciously behave in a certain manner that may be visible to that person, who becomes aware of your dislike for them and consequently mirror that behaviour. It was therefore important that I took time to listen to the security guard's concerns, while also being transparent with them about my conversation with the female and her willingness to engage with me and admit what she had done. It was important that I did this, so they understood the reason behind her behaviour and the regret she felt for her actions.

Once this was explained to them, they became more willing to engage in a conversation about the most appropriate and effective way to deal with this matter. Subsequently, they

were willing to support my suggestion of utilising restorative justice, rather than a more formal process. Therefore, I was able to impact the attitude of all parties involved, by ensuring my behaviour was professional, transparent and open minded, therefore demonstrating the benefits of recognising the impact of the Betaris Box theory.

Having reflected on the incident, I believe adopting my communication style had a positive impact for everyone involved. Adopting a calm, understanding and professional demeanour encouraged the female to open up to me and take accountability for her actions. I was also able to encourage the security guards to be more open minded about how to resolve the situation, while also feeling satisfied that their concerns had been heard and the restorative justice approach would help to prevent the female reoffending.

I do recognise however that conflict can take various forms and, therefore, I must continue to recognise that each incident that involves conflict or hostility requires a tailored approach, adapting my communication based on who I am dealing with, the type of conflict I am faced with and the needs of everyone involved. Considering the Beratis Box theory has given me a better understanding of how the behaviour of one person can have a knock on effect to not only their attitude but also others around them. This has taught me the importance of being aware of and regulating my own emotions so that I am aware of the impact of my behaviour and can endeavour to break the cycle of others behaviour and attitude (College of Policing, 2022).

Having reflected on the incident as a whole, this incident was a significant learning experience for me. I had to manage conflicting attitudes, while also overcoming language and cultural barriers which is something I have had little experience in to date. An area of development for me throughout my time in response policing thus far has been to learn to utilise my ability to manage a situation that I walk into with almost no information and understanding. Previously, I have undertaken roles that allow me to prepare in advance and I could therefore rely on this when I tackle my work. However, I now need to be confident that the experiences I have had to date can be utilised and applied to future incidents. It did not matter in this incident that I had not dealt with such conflict, nor had I utilised 'Language Line' before. Regardless, I was able to adapt my communication skills, listen to everyone and understand their wants and needs, and use my knowledge of additional support agencies to adopt an approach I felt was most appropriate.

To summarise, I have discussed an incident where I had to tailor my communication skills to overcome conflict. My communication skills were used to overcome both language and cultural issues. Having considered and evaluated the use of both the LEAP Model and the Betaris Box theory, I recognised the need to be emotional aware and adapt my communication so that I could and overcome the behavioural challenges that had created the conflict. I learned the importance of overcoming such barriers and was able to recognise how easily conflict can manipulate a situation if not recognised quickly.

Words – 2,071

Task 3

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

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

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

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

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

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

The purpose of this task is to critically explore and reflect on a policing incident where I played a significant role with a victim and utilized the Victim Code of Practice (VCP) to demonstrate how it should be adhered to and to support victims through the criminal justice system. I will provide a summary of my incident and describe the purpose and significance of the VCP, Code of Ethics and National Decision Model which I considered concurrently. Having considered the VCP, I will demonstrate how I ensured each right and responsibility provided by the VCP were offered and respected, whilst also recognising the social and personal issues faced by the victim. Using Driscoll's 'What Model', I will then reflect on how I adapted my communication to support the victim and help her overcome such barriers to reporting a complaint, whilst also reflecting on how I applied core policing principles such as ethics, equality, diversity and human rights.

Police officers have a duty to offer a variety of rights and support to all victims of crime, to ensure their particular needs are tailored to and they remain supportive of the criminal justice system. Such rights and accompanying responsibilities on police officers are set out in the VCP, as provided by (South Wales Police, n.d.). The (Ministry of Justice, 2021) confirms that there are twelve core rights within the VCP, all of which are applicable once a victim reports a crime, and such rights remain available to them throughout the criminal justice system process.

Such rights ensure that they understand and are updated on the investigation and any court proceedings, such as trials, appeals and when an offender's incarceration ends, as well as a right to decide how involved the victim wishes to play throughout the criminal justice

process. Even if the crime is not reported, victims are always entitled to the rights underpinned in right one, four and twelve (Gov.uk, n.d.).

The Ministry of Justice Consultation Paper (Improving the Code of Practice for Victims of Crime, 2013) provides that the VCP was introduced to outline the services that must be provided by criminal justice agencies to victims. It has since been amended and updated three times, most recently in April 2021 which introduced changes to establish the twelve core rights and to provide an enhanced service for those considered vulnerable, intimidated or repeat victims. The Code has also been updated to become user friendly to victims and to improve communication between police and victims, to ensure victims receive the support they may need.

In addition to the twelve rights, victims are to be treated in a certain manner. The (Ministry of Justice, 2021) provides that this includes the right to be treated with '*respect, dignity, sensitivity, compassion and courtesy*'. This is achieved by police applying both the Code of Ethics and the VCP in all police settings.

The Code of Ethics is provided by the (College of Policing, 2014). The Code of Ethics safeguards victims by ensuring they are treated with fairness and respect, by adopting standard of behaviour and policing principles expected of all police to ensure everyone who interacts with police are treated equally, with dignity and ensuring their human rights are respected. The College of Policing, as provided above, also states that the Code of Ethics encourages using the National Decision Model to guarantee consideration is given to identifying ethical issues and weighing them up in order to make fair and responsible policing decisions, as well as reflecting on what victims will expect of police and using this to shape the decisions police make. The National Decision Model has the Code of Ethics at its centre, to ensure principles and standards of behaviour are always met and considered.

In order to reflect on my application of the VCP and my understanding of the core policing principles, I have used Driscoll's 'What Model' as an aid to my reflection. (Driscoll (2007)) based his Model on three key questions: 'What? So what? Now what?'. Such questions have helped me consider the incident which I will provide below, reflect on the incident to consider what I have learned and what action I would as a result of my reflection (University of Cambridge, 2021). The purpose of the Model is to use the questions as a trigger to evaluate my performance and consider areas for development (Nursing Answers, 2018).

I will first consider the 'What' stage of Driscoll's model. A policing incident in which I played a significant role with a victim involved a complaint of domestic assault. A female was assaulted by her boyfriend who was heavily intoxicated at the time. The female had never had any interactions with police before and therefore felt daunted by the process and worried about what was involved. She was also shaken by the incident, worried about the repercussions of contacting the police and feeling uncomfortable that she was dealing with this on her own as she was without any friends or family.

I recognised the need to adopt the VCP in this incident as I acknowledged the female was a victim of a crime. This was clear as she had suffered physically and emotionally. I knew this as I gave her an opportunity to explain what had happened, so that I could understand what had happened and her point of view. This is integral to the first right within the VCP. This involves engaging with victims by using simple, clear and positive language and also

listening to them to ensure there are no language barriers or communications issues that would hinder my ability to understand a victim.

I took time to introduce myself and ensured she was comfortable before taking her details. Having spoken with her and listened to her initial account, I knew that the victim felt understood and could understand me. This allowed me to explain what I was there to do and put her mind at ease that she was safe in our company. I was then able to adopt the second right by actively listening to her, in order to record a full and thorough account of what had happened swiftly, shortly after the incident had occurred when the details of what had happened were fresh in her mind.

In addition, it is embodied within the VCP that police officers have a responsibility to help victims understand what happens when a crime is reported and what their involvement will be, from providing a statement, assisting with evidence and possibly attending court for a trial. Therefore once I had taken her details, I took time to explain to her the next steps in the criminal justice process. It was important to me that I was transparent and honest about the process. However, I further explained that in order to evidence the assault, we would require a statement from her.

I endeavoured to appear understanding and respectful of whatever decision she reached, by ensuring my body language appeared inviting and open. I did this by remaining seated next to her so that I was not standing over her. I also kept my tone calm and ensured I gave eye contact while also ensuring my facial expression was neutral. In addition, I recognised the interpersonal challenges associated with someone making a complaint against their current partner. I am emotionally aware and acknowledge that numerous factors can play a part in why someone might not wish to report such behaviour, even if they wish for the behaviour to stop. As provided by (Women's Aid, 2017) this can include feeling fearful, embarrassed, shamed or they suffer with low confidence, or they are concerned that no support will be offered to assist with the practicalities of leaving someone.

I empathised that I understood it was a difficult decision but encouraged her to prioritise her own safety and ensure justice is achieved so that it doesn't happen again. I further emphasised that we would support any decision she makes and if she did agree to provide a statement, I would ensure she has access to a variety of victim support services that will continue to help her throughout proceedings, such as 'Live Fear Free' and a 'Victim Focus' Referral.

I provided her with a leaflet explaining such services and explained the purpose and benefit of a Victim Personal Statement which I could assist with; this provides an opportunity to explain within the court proceedings how the crime has impacted the victim and ensures their voice is heard (gov.uk, 2013). I also completed a Public Protection Notice with the victim and explained the support that can be offered from a variety of external organisations through this notice.

As a result of using my interpersonal skills and being transparent with the victim, the victim was receptive to me and wished to proceed with a complaint. She felt reassured that she would not go through this process alone but instead she would be supported throughout. I then took some time to fully explain what would happen next, including the investigation, interviews, what happens if her boyfriend is charged and subjected to bail conditions, as well

as further communication with other officers. I reassured the victim that she would be contacted tomorrow so she is updated with the investigation.

The investigation remains ongoing, and I have assisted the investigation by contacting the victim to update her on the investigation. I have explained to the victim that she will be kept informed as court proceedings continue and ultimately the outcome of the case. As a result, the victim has assisted other officers and the Crown Prosecution Service with the case. The need to ensure the rights enshrined in the VCP are respected has remained important to me throughout this investigation.

This incident gave me an opportunity to reflect on my ability to uphold the core police principles of ethics, equality, diversity and human rights and how I manage competing issues while assisting victims of crime. Having considered the 'So what?' stage of Driscoll's Model, I believe I acted fairly and remained impartial throughout my time with the victim. While I recognised the significant benefits to the investigation if the victim was supportive and I therefore wanted her to be supportive, I ensured I regulated own feelings and remained supportive of the victim opinion and decision throughout. Regardless of the victims' decisions, I wanted to ensure that I remained compassionate and showed empathy, while taking a proactive approach to opposing discrimination by informing the victims of the support that can be offered to her, to encourage her to report the incident.

Having considered the 'Now what?' stage of Driscoll's Model, the incident did demonstrate to me however how important it is to understand what the process of raising a complaint will consist of for the victim, so that I can manage their expectations to assist them in making their decision. I have therefore arranged to speak with the victim focus team in order to better my understanding and improve the information I can offer victims to aid their decision.

I also recognise the need to make the most of the period immediately following the offence, known as the 'golden hour principles' (College of Policing, 2013) by taking as much information and evidence as possible from the victim while the victim is willing to speak to me and provide detail about what happened. It was fortunate in this incident that the victim engaged, however this is not always the case, and it could therefore be detrimental to an investigation if this time is not utilised appropriately. As such, I acknowledge that it may have benefited the victim and the investigation if I had sought additional support from other officers and possibly other departments as soon as I had a first account from the victim, to ensure I utilised all support services that the force can offer victim and to best utilise the golden hour.

Moving forward, I will ensure that I consider the particular needs of the victim and liaise with other officers to ensure that the most appropriate support is offered. I will attempt to recognise the multitude of reasons why victims may not wish to report a crime and consider the various needs that a particular victim may have, so they can be assisted and protected as much as possible. This will require me to consider protected characteristics and actively find ways to promote equality and diversity.

To conclude, adhering to the VPS, Code of Ethics and National Decision Model was paramount throughout my involvement and was a key consideration when communicating with the victim. I have demonstrated how the VPS has been adopted and succeeded in encouraging the victim to make a complaint and assist the investigation. Having acknowledged the challenges and fears facing the victim, I adapted my style of

communication to gain the victims trusts and ensured open communication with the victim throughout the investigation and court proceedings. Further, I have reflected on my application of core principles and values to ensure they were respected, while also highlighting how I can better my understanding of the process and support that can be offered to victims, to gain their trust and support in the criminal justice system.

Words – 2,197

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The purpose of this task is to critically assess an incident where I played a significant role with an offender and victim and reflect on my use of the National Decision Model (NDM) and the Code of Ethics. I will explain the NDM whilst providing a summary of the incident. I will reflect on my use of the NDM by adopting the Gibbs Reflective Model. Thereafter, I will evidence my understanding of the impact of adopting the NDM on my decisions, actions, communication and the overall outcome of the incident. I will then critically review my responsibilities under the Criminal Procedure and Investigations Act 1996 (CPIA) when I conducted my investigation.

(Empac, 2017) confirms that the NDM was established by the Association of Chief Police Officers as a risk assessment and decision making tool that was designed to be implemented when making any policing decision. It was created to provide an aid to police officers who must be able adapt their approach to a variety of different situations. Police officers need to be able to provide a tailored approach so that it assists in managing an incident and allows for it to be dealt with it appropriately (Policing and Young Adults: Developing a tailored approach, 2018).

Applying the NDM allows police to achieve this and most notably, ensures they can adequately rationalise their decisions and hold them up to scrutiny. To strengthen the use of the NDM and assist police in making appropriate and tailored decisions, (College of Policing, 2022) provides that the police should actively support police officers adopting professional discretion in order to consider different ways of managing an incident and carrying out their responsibilities.

The NDM is divided into six sections. At the centre of the NDM is the Code of Ethics which provides the principles and standards of professional behaviour that all police must adhere to. The remaining five sections are gathering information and intelligence, assessing threats and risks, considering relevant powers and policy, identifying options available, taking action and reviewing what happened. (Hargreaves, 2023) provided that the most effective way of adopting the NDM effectively involves doing so discreetly, while also communicating the decisions made clearly, so that others understand how we have reached such decisions by working through the stages and following through with decisions.

The incident I played a significant role in involved an assault in a busy city centre. A female had contacted police stating that she had been assaulted. I have adopted Gibbs Reflective Model to reflect on this incident and assess my use of the NDM (Gibbs, 1998). This is a reflective cycle that contains six stages designed to help you consider, evaluate and analyse your actions, while also considering a plan for how to deal with a similar experience differently next time. The stages include describing who and what happened, reflecting on your feelings and evaluating how the incident was dealt, analysis why things went positively or negatively, consider what you have learned and establish an action plan for next time. I decided to use this model as not only does it put significance on one's reactions and feelings, but also makes you consider what went well and what didn't (University of Cumbria, 2020). I will go through each stage in turn hereinafter.

On arriving at the incident, I was waved down by the victim and several of her acquaintances. I could see another group standing about fifty metres away, as well as security staff in the area waving at me to get my attention. I established that as we were in a busy area, there was likely to be several witnesses who may be willing to provide a first account. In addition, I also identified that there was CCTV that may provide evidence. This was important as the first stage of NDM is to collect as much information and intelligence as possible. Such CCTV and the witnesses would help me get an understanding of what had happened and to determine what I don't know which is equally important (Collaborative Problem Solving For Community Safety, n.d.).

However, having then carried out a dynamic risk assessment (College of Policing, 2022) and determined that there were several people involved in the incident, many of which needed to be kept a part, to avoid the risk of conflict or further violence escalating, it was going to be impossible to collate information between just my colleague and I. (Avon and Somerset Police, 2021) describes this next stage of the NDM as the analytical stage as it is necessary to assess any specific threats or risks of harm and determine if any benefits can be realised and ultimately preserve the investigation.

As a result, I devised a working strategy to seek assistance so that additional officers could help to manage the crowd of people who had gathered, keep the victim and suspect separated, to allow for first accounts to be taken and to review CCTV. I believe this was necessary so that I could continue to adhere to the NDM and utilise the period immediately following the incident effectively.

My colleague and I were then able to prioritise speaking to the victim about what had happened, while also speaking with the suspect separately. If it were not for the NDM which I have been taught to always consider, it is likely that I would have arrived at the incident and attempted to deal with each matter all at once, and ultimately been unsuccessful in

utilising my time. The NDM prompts me to take a step back before acting, identify all that needs addressed and assess how everything can be managed successfully.

In this incident, asking for further assistance helped achieve this. An area of development for me is my lack of patience; always wanting to jump into incidents rather than consider the bigger picture. I therefore plan to make a conscious effort to stop and reflect on the NDM, to avoid making mistakes that could be detrimental to an investigation.

Thereafter, I could then consider what powers I have that would be appropriate to protect those in need and to further the investigation, as well as relevant policies. I had to consider whether any powers were required and whether the use of such powers adhered to national guidance and legislation (Avon and Somerset Police, 2021). Having considered my options, I decided that my power to arrest the suspect based on the allegation that had been made was required and I acted on this decision.

In hindsight, I believe I can justify this decision as it met the necessity test to arrest. I believed the necessity test was met from the disclosure of assault and the visible injury that the victim had sustained. I did not make a digital pocketbook entry of my reasons for the arrest which I intend to do going forward, as I now recognise the importance of accounting for your actions. By putting my justification for an arrest in writing, it will give me a visual prompt when I am booking a suspect into custody, in addition to giving me confidence that I acted appropriately.

Whilst conveying the suspect to custody, she admitted to hitting the victim but explained that she had done this out of retaliation, as the victim had provoked her. As a result of this additional disclosure, I had to reevaluate my strategy for the incident as there was now two conflicting complaints. As a result of my earlier decision to request assistance from other officers, whilst conveying the suspect to custody, I was contacted by the other officers who had been able to speak to witnesses and view relevant CCTV. As a result, the witness accounts and CCTV confirmed that the suspects account was true. Both parties had then participated in a physical altercation.

As a result of this new information, I reevaluated my plan and decided it was appropriate to use my discretion to de-arrest the suspect. Having reconsidered my powers and relevant police policies, I no longer felt the circumstances met the necessity to arrest the initial suspect nor that investigating either complaint was in the public's interest. As I had separated the parties, I recognised that there was no longer a risk of harm, and the parties did not know each other so would not meet each other again.

As discussed by (Edwards, 2021), this has taught me the importance of the constant need to re-evaluate how to progress an investigation as it is unfolding by reviewing the NDM. The NDM is a "cyclical process" by nature and is therefore designed in such a way that officers should continue to reassess each stage whilst dealing with an incident. I have learned that this does not mean the decisions and actions I have made up to this point were wrong but rather demonstrates that I can adapt as a situation develops and reconsider police policies and procedures, in addition to amending my strategy so that it continues to be appropriate. Most importantly, I believe I handled this professionally as I ensured that when I did change my actions, I was transparent with everyone involved by explaining what I was doing and why, whilst also feeling my actions would continue to stand up to scrutiny.

I continuously evaluated whether my actions adhered to the Code of Ethics. This involved being accountable for my actions, acting honestly, fairly and respectfully, whilst also taking charge of the incident and acting selflessly (Code of Ethics, 2014). I achieved this by speaking clearly with all parties involved, ensuring my actions were fair by using my professional judgment and making decisions objectively, in addition to only acting in a way that meets relevant police policies. I was able to account for my actions by turning my body worn camera on so that it recorded.

Following the incident, I reflected on my actions. This is the final stage in the NDM and the conclusion stage of Gibbs Reflective Model. (Stefano, 2014) provides that reflecting on your performance can be a “*powerful learning tool*” that can help to improve your overall performance, as well as reducing decision-making biases and errors. Reflecting on my actions provided me with reassurance that I had acted efficiently by seeking the assistance of other officers, allowing me to carry out all investigative enquiries swiftly and acting promptly.

While I believe I communicated with my colleagues at the scene well, I became consumed with what was unfolding in front of me. My emotions got the better of me, as the stress of juggling several responsibilities all unfolding at once became overwhelming. This caused me to struggle prioritising what needed to be done. Consequently, the frequency of and detail in my updates to the control room and my sergeant were poor. I have therefore devised an action plan to better balance what I am dealing with, whilst also ensuring that I am keeping everyone involved, next time I deal with a similar incident where there are several conflicting issues. I will achieve this by prioritising briefing both officers on scene and over the radio in succession. By doing this, it will ensure I have support and additional assistance when it is needed, which may have been essential in this incident if further violence had occurred, or additional officers could not arrive swiftly.

It was also necessary for me to adhere to the CPIA and its Code of Practice. The CPIA is primary legislation that governs the processes involved in investigating and prosecuting offences. It provides for various responsibilities that officers must meet when investigating. Most importantly, (www.cps.gov.uk, n.d.) provides that such responsibilities include taking “*reasonable steps*” to further the investigation, as provided by section 23 of the CPIA (Criminal Procedure and Investigation Act 1996) . This involves considering all lines of inquiry that may assist the investigation and recording and retaining all relevant evidence and information.

I took reasonable steps to investigate the incident by speaking with witnesses, the victim and suspect and reviewing CCTV in order to identify all possible lines of enquiry. Whilst undertaking such enquiries, I recorded all first accounts from witnesses, the victim and suspect on my body worn camera, in addition to taking statements and making notes. I did feel considerable pressure juggling my investigative responsibilities while also managing a hectic, live incident. I recognise the importance of adhering to the duties provided in the CPIA and therefore I now understand why I should have tried to divide such responsibilities between my colleague and I. This would have helped to deviate the pressure I was feeling and focus solely on handling the initial investigative priorities.

To conclude, I have described the NDM and its purpose when making police decisions. I have reflected on my use of the NDM by using the Gibbs Reflective Cycle. I have recognised how I can utilise the NDM better next time. Most notably, the need to re-evaluate my strategy

when new information becomes available and keeping consistent communication with everyone involved. This may have been necessary if the incident had escalated. I have also reviewed my compliance with the CPIA and recognised areas of improvement that are necessary for me to be able to prioritise the investigation.

Words – 2,196

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 1000 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
I wish to improve on my use of the radios over the next month. This is an important means of communicating with my colleagues and the control room when updates and information needs to be shared quickly. I believe the radios are an effective way of communicating efficiently and it will therefore benefit me immensely if I feel confident using them and know how to speak effectively through them, to pass on updates whilst overseeing and handling a given incident.	I will accomplish this development by making a conscious effort to communicate with the control room and colleagues through the radio airways every day. I will also endeavour to provide updates over the airway, rather than by writing updates manually, so that I can become comfortable communicating in this manner and learn what information the control room want to receive. This will allow me to measure my progress, as I become more comfortable using the radio for such updates each day. This is achievable as the team already actively encourage me to use the radio more regularly, so I will be constantly reminded by their	I will ask my team to contact me through the radios, as a prompt for me to communicate with them through the radio in return.	I will ensure that I use the radios, when appropriate, on a daily basis. I will then ask my colleagues at the end of each working set this month whether they have seen an improvement. I will also monitor my work load to see which files I have given updates over the radio rather than in writing, to check in on whether I am meeting this goal or if I need to make a greater effort to work on this area of development.

	prompts and through overhearing the rest of my team using the radios and learning from how they communicate effectively by using them.		
I would like to improve the way I communicate with suspects and offenders of criminal offences, in attempt to progress investigations swiftly by building rapport in a manner that will assist in their willingness to engage and obtain as much detail as possible about what has happened. I believe this is an important goal that I will continue to work on throughout my career as the way in which I communicate with members of the public generally can have play a massive role in effectively dealing with incidents and avoiding conflict.	I will reflect on my communication skills to ensure that I always adopt an unbiased and approachable manner to all suspects and offenders. I will do this by reviewing my body worn video of arrests and the recordings of my interviews with suspects, to determine what worked well and what didn't, so I can devise a better strategy and way of communicating for next time. I will also endeavour to build rapport by speaking to them professionally, giving them my full attention when conversing with them and providing them an opportunity to speak which I will listen to. I will review the Code of Ethics and Standards of Policing each month, as a reminder to myself	My colleagues can assist me to the extent that I can observe their communication and interpersonal skills when liaising with members of the public and use such experiences as a learning opportunity by listening to their conversations and observing their mannerisms to improve my skills. I will ask them for feedback after I conduct interviews, to get someone else's perspective and opinion on how I came across when speaking with suspects and offenders.	This is an ongoing area of development that I am actively working to improve on and strengthen my communication skills on a daily basis. It is a consideration I have when I speak with suspects and offenders that I am dealing with every time.

	of the professional standards and behaviours that I must uphold when speaking with such and reflect on whether I am continuing to apply it appropriately. I believe this goal is achievable as I am always conscious of how I am perceived by others and it is important to me to remain unbiased and professional, regardless of who I am speaking with. Therefore in addition to my drive to act appropriately in my duty, reflecting and reviewing on my body worn footage of interviews will assist in making me think regularly about whether I am communicating approaching and address areas of my communication that I need to work on.		
I acknowledge that it would be beneficial to me to obtain more experience driving the marked police vehicles. I believe this is a helpful goal to work on as I have witnessed colleagues been able to arrive at calls swiftly as they knew the area and	I will prioritise making time to familiarise myself with the streets that my station patrols, so that I grow confident in navigating my through the area. I will put myself forward for responsibilities that require driving the vehicles, such as prison escort	I will ask colleagues to allow me to do the driving and ask them about their knowledge of the area, to improve mine.	I will aim to drive the vehicles on at least three shifts per working set, to allow sufficient time and opportunity to learn the roads within my working area.

were able to navigate through the area quickly and avoid heavy congestion areas. I wish to better understand the variety of communities that make up the area that I work in so I have a better understanding	conveying and collecting statements and CCTV from local businesses, so that I have more opportunity to drive. This is important to me as I have not driven a vehicle as big as the police vans before and given the majority of response calls that I deal with require us to drive there, it is essential that I feel comfortable doing so and can in a safe manner.		
I would like to improve my understanding of the criminal offences that are commonly committed in my area, as well as building on my knowledge of names of offenders that are regularly committed offences within the area. I believe this will assist me in being proactive in stopping crimes being committed in the area and learning about regular offenders modus operandi in the area.	I will check the police systems daily that update me on daily intel within my area and regularly check the custody white board system so that I can familiarise myself with offenders who are regularly detained in custody. This will help me to identify the types of crimes they commit and where they are committing such offences, so that such areas can be regularly patrolled by my team and I. I will be proactive in keeping updated with persons wanted on warrants and live police, so that I can continue to build on my memory of	I can speak with my team and sergeant and ask them to share their knowledge of such issues with me, to better my understanding of the area.	This will remain an ongoing area of development that I will address and consider whenever I am not dealing with live calls. I will evaluate this area of development every day when I am free.

	members of the public who are regularly in police custody and involved in criminal activity. I believe this goal is achievable as there are numerous resources within South Wales police intranet that provides me with this information which is constantly updated.		
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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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