

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

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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/agh-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.

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:

In this essay I will be discussing and comparing the coping strategies that I have applied during the first six months of training. I will describe how stress manifested in myself and how the strategies I introduced impacted on my mental well-being, giving me space to process emotions and therefore develop and build resilience.

Stress causes an emotional, physical or psychological strain on your body. This can be in response to a build-up of pressure or a change of circumstances. Everybody experiences stress and this is both normal and healthy, however it manifests in different ways and an imbalance can massively disrupt your mental and physical well-being (Barry, 2018).

Stress not only impacts upon the well-being of the individual, it has the ripple effect impacting employers and the economy too. Statistics from UK government agency, the Health and Safety Executive state (Health and Safety Executive, 2019)

Stress is a major cause of sickness absence in the workplace and costs over £5 billion a year in Great Britain. It affects individuals, their families and colleagues by impacting on their health but it also impacts on employers with costs relating to sickness absence, replacement staff, lost production and increased accidents

Prior to being attested as a police constable I was a general manager in the hospitality industry. A challenging, fast paced and extremely demanding job. All of this was heightened during the Covid-19 pandemic due to ever changing guidance, changes to style of service, staff concerns and public opinion. In this role it was difficult to maintain an important healthy work/life balance.

I knew joining the police would mean becoming engrossed in an entirely new work culture. As a police officer I knew I would be exposed to a wide variety of traumatic stressors that although anticipated, I would never have experienced before. I anticipated these to be, dealing with conflict, dealing with death, demanding shift patterns and seeing vulnerable people being exposed to harm to name a few.

Dealing with incidents of this type are inevitable so balancing stress and developing resilience is vital in order to maintain a healthy mental and physical state. Hurley (2020) describes how resilience isn't about not experiencing stress, it's about working through emotional pain as part of developing resilience.

Beginning training was a fantastic opportunity for me to not only learn and develop professionally, but also explore new hobbies and dedicate more time to interests outside of the work environment.

I went from a minimum of a 48 hour working week that included plenty of unsociable hours and an unreliable rota structure, down to a structured regular shift pattern. Despite the reliability and structure of the initial training, the first six months of my new career introduced its own stressors. I was asking many questions of myself and the decision I had made.

Would the job turn out to be what I wanted or expected? Will I fit in, thrive or fail? How will I cope with the university based learning? How will I do academically? Then of course the inevitable worries about how the Covid-19 pandemic would impact the initial training. Would it impact the training that much that I will leave feeling under prepared?

My coping strategies in the first six months of training were my hobbies away from work. They focused around exercise and being outside. I found these very effective and essential in assisting my professional development by giving me focus, enjoyment and mindfulness. It's noted by (Mikkelsen et al. 2017, p48) that there is a direct link between regular physical activity having mental health benefits by way of reducing anxiety and stress, and improving focus.

Running is something I've done for many years and started because of friends praising both the mental and physical benefits of it. For me it helps maintain my weight, challenges me by giving me stats that I like to compete with and gives me 45 minutes dedicated time to either my favourite music or my own head space.

After my run I can then reflect and celebrate the successes of it. Have I beaten my PB? Have I reached a milestone for that month? How do I rank against others?

I've found that running positively impacts my work and makes me far more focused and productive. Excluding the Officer Safety Training week, the majority of our days during the first six months were spent sat for lengthy chunks of time in classrooms, at home on zoom calls or viewing Panopto presentations.

The physicality of running allowed me to release the tension of sitting for these long periods. It got the endorphins going, took my eyes away from the computer screen and got me outside in the fresh air.

During training I began stand-up paddle boarding. For me this was completely new and a hobby that could be as physically demanding as I wanted, or more of a relaxing and mindful experience. Hale (2020) describes the benefits of paddle boarding as a low-impact way to reduce stress and enjoy the mindful, meditative state of "mindful paddling".

Having moved to the coast recently, a hobby involving the water was always in my plans. Since taking up stand-up paddle boarding I've not only enjoyed the physical health benefits but have also found something very calming about the process of setting up and getting ready to go out on the water.

There is a local community of stand-up paddle boarders in my home town and being part of this was personally a great way for me to meet new people and a vital part in learning new skills.

During the first six months the community we built within the group at the training centre allowed us to develop methods of learning which in turn reduced the stress we collectively initially felt.

A WhatsApp group was set up during the first few weeks. This was for us to get to know each other better and to discuss the timetable and workload. It became a group that was also a great source of support and encouragement to many of us.

Through discussing the workload we were able to share concerns, highlight areas where we thought we needed assistance to better understand a topic and share revision tips and practices.

Many of us found the pressure of exams extremely stressful given the importance that our careers depended on them. From day one comments from one of the trainers stood out “failing the exams would result in you losing your job” and “if you scrape past with 40%, that still 60% you don’t know.”

I found the course especially challenging at times due to the majority of it being delivered via lengthy lectures and PowerPoint presentations. This caused me to stress about how well I would cope with digesting the information being taught, and worry about if I would be able to demonstrate my understanding in the exams.

My previous degree was much more practical based and I’ve previously struggled under the pressure of exam situations.

I recognised early on during the course that I wasn’t the only one feeling like this so I buddied up with one of my peers who was very similar to myself with regards to balancing the work load with family life. He too had the same anxieties about the academic aspect of the course and also came from a degree that was far more practical.

According to (Ozbay et al. (2007) “Social support is exceptionally important for maintaining good physical and mental health. Overall, it appears that positive social support of high quality can enhance resilience to stress...”

Together we discussed concerns, sense check our learning with each other, develop strategies that would overcome any mind blocks and improve our understanding.

We did this by discussing topics out loud, creating voice notes, diagrams, writing test questions for each other and having practical based run through of scenarios. This was a

huge stress reliever for me as it addressed insecurities I had about exams and gave me comfort in knowing that I wasn't the only one having these worries.

Having these coping strategies in place during the first six months meant I was giving myself the best opportunity to maintain or even improve my physical and mental well-being. They also helped set me up to successfully complete the course.

There is no doubting that I found the first six months of training hard work, daunting and stressful. The biggest cause being the pressure put on the examination side of the course. I took great pride in my success at overcoming the exams and doing well in the practical sessions.

I made sure I celebrated my successes as I achieved them. The success I experienced was thanks to the coping strategies that I put in place. Running and paddle boarding gave me mindfulness and endorphin boosts which made me more focused, positive and productive. The revision system I put in place with my fellow student helped me tackle the academic side of the course.

I believe going forward, maintaining a balance and not letting the stressful situations outweigh the enjoyable, positive aspects of life will be vital in order for me to have greater resilience.

Being stress adverse isn't an option in this line of work so coping strategies are vital in order to reduce stress and anxiety. Reducing these gives me a more positive emotional state meaning I am more resilient and better prepared for when faced with stressful or traumatic factors from the job.

South Wales Police takes the well-being of its staff extremely seriously. Just knowing that support services such as TRiM (Trauma Risk Management) as well as accessibility to articles on SWP intranet, BOB demonstrating the focus on well-being is itself reassuring. This helped me to keep a positive mind set and reassured me that should the worst happen, or should my mental state take a dip, then there is plenty of support on offer.

(Word count 1650)

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:

In this essay I will discuss a policing incident that involved conflict where I played a significant role with an offender. I will be critically assessing the incident, looking at relevant social and legislative contexts as well as any cultural and language issues. I will reflect on communication skills used throughout and describe the process I went through when deciding what use of force was necessary in the situation. For this essay I shall be using the Gibb's reflective cycle format.

During my tour of duty, my tutor and I, along with two other colleagues were sent to an incident that was described as an "ongoing disturbance involving three males". This was happening on a main road in our patch at approximately 17:00pm in a diverse area of our patch.

The call was graded as a G1 – the highest category of incident - meaning the perceived threat was assessed to be high enough for officers to respond immediately.

On our way to the location the reporting person made further calls to the control room. He was agitated and frustrated that officers weren't yet at the scene. Despite his anger and at times incoherent ranting, control were able to establish who the caller was and that he was claiming to have been assaulted by two other males.

South Wales Police (SWP) have had previous encounters with this person, an Asian male in his early 20's. Control passed on his details which included several warning markers including violence, assaults on police and mental health.

This information kick-started my use of the National Decision Model (NDM). The model consists of several stages: information and intelligence, assess threat and develop a working strategy, consider powers and policy, identify options, take action and review (College of policing, 2013). We continually refer back to the model and review our actions as part of our decision making process.

With the threat of physical conflict, I knew I may have to consider my use of force options. For this I kept in mind the mnemonic JPLANE. My response would need to be justified, proportionate, legal, accountable, necessary and ethical.

"Force should only be used by police officers when justified, and must be applied proportionately to protect the officer(s) or others from harm when detaining a person after arrest..." (Bryant and Bryant, 2020, p360)

Control contacted us again to say the reporting person had made threats that if police didn't attend he would "...stab people up, f**k this country, I'm Arabic and I will stab people..." For the purpose of this essay I will refer to this person as Male A.

This information added to the NDM thought process as I was now assessing the potential risk of this becoming a terrorist incident. My reasoning for this being that the threat of a terror attack in the UK at the time was graded as substantial, meaning an attack is likely. (MI5 – The security service, 2021)

Despite receiving all of the information and intelligence, I knew that it was important to still approach the incident with an open mind. As per the code of ethics we are duty bound to not make irrational judgements and act with integrity and impartiality.

Given the time of day, large public presence and location of the incident, we discussed that working on de-escalation was the ideal approach to take.

The method I used when interacting with Male A was the LEAPS model. Listen – listen to the whole message, empathy – be open minded and show understanding, ask – questions to seek clarification, paraphrase – to show understanding and summarise – put everything said in to a simple statement. (College of Policing, 2020)

Our Officer Safety Training (OST) taught us this as a way of communicating in a variety of situations.

I took the lead in speaking to Male A, asking about his version of events. I was polite and respectful, asking open questions in simplified English. I opted for this style to make myself easily understood and to encourage him to speak to me in as much detail as possible. His English was of a very high standard so engaging with him was easy and there was no need to use our interpreter services.

I decided not to detain him for a search straight away, my justification being that although he made threats to stab people, there were enough officers in attendance should the situation escalate.

I assessed that although emotional, he still appeared calm and displayed no nonverbal signs of anger or aggression. He wasn't pacing or fidgeting in any way, his arms were folded in front of him and his tone of voice was relaxed.

I repeated his account back in a summarised way to show I understood what he told us and display empathy to his situation.

“The listener has the responsibility to take the information that was heard, think about it and attempt to clarify...” (Littlejohn and Domenici, 2001 p.12)

I explained that my colleagues would go and investigate based on his side of the story but at that moment chose to do my GOWISELY stop-search process. I explained I would need to search him due to the comments he made to our call handler. At this point I felt we could be met with animosity, potentially from both Male A and the public.

The only description we had of the incident at this point was from Male A. Given the culturally diverse setting I had to consider how conducting a search on an Asian male who has expressed himself as a victim may look to passers-by. There were heightened emotions locally due to the death of a black male after police contact. There had been BLM protests and nationwide coverage in the press.

The search was justifiable due to his threat of having a bladed article. I explained that we would be handcuffing him which is standard procedure for searches of this nature. I knew this could cause a negative reaction but again he was compliant. (Hutton, Mckinnon and Connor, 2019, p53)

Being detained for the search massively reduced the risk he posed to us and allowed my tutor and other officers to begin the investigation.

Throughout this process Male A remained calm, saying he understood the grounds for the search and was even apologetic. He was not carrying a knife.

My measured, polite approach with empathy towards his situation was purposeful based on the Betari box theory we learnt about during our training. The theory says there is a correlation between your attitude and behaviour and how it can affect or influence the attitude and behaviour of others around you. (mindtools.com, 2019)

My tutor communicated to me that Male A allegedly caused the original confrontation and had smashed a car windscreen by throwing a can at two males. Relaying this to me covertly through our radio he informed me that we would: “go code 9 for criminal damage and malicious communications, keep him detained.”

Meaning I needed to arrest him. I made sure I kept the rapport going with Male A to prevent an escalation, change in mood or any physical conflict with him. I left him with a colleague as I spoke with my tutor in more depth about the incident.

During the briefing with my tutor I was able to gather evidence including contact details for witnesses.

Collecting this information meant there would be less outstanding actions to complete after Male A's arrest, making the investigation prompt and effective in line with the PACE codes of practice. The knock-on effect would mean Male A wouldn't be detained for longer than is necessary.

I informed Male A of his arrest at this stage he became verbally resistant and physically tensed up as we guided him towards the van. Once in the van his mood changed dramatically. It was like a switch had flicked and we became the target for abuse. He began to scream and shout aggressively at us whilst kicking out and violently began to bang his head off the walls.

He was doing so with such tremendous force and was clearly trying to harm himself. He attempted to manoeuvre the handcuffs to the front of his body, had he managed to do so he would've been able to cause more harm to himself and potentially to the officers delivering him to custody.

Considering the powers and policy stage of the NDM we opted to use our primary control skills to restrain him with leg restraints to prevent him harming himself or any officers. Verbal communication at this point was ineffective as there was no reasoning with him whilst he was in this emotional state. It would have wasted time and given him more opportunity to harm himself.

Whilst colleagues strapped Male A's legs I protected him by placing my foot between the floor and his head to stop him from gaining momentum to purposely hurt himself.

My role wasn't as physically demanding as my colleagues so I was best placed to be the one to communicate with him. I was giving direct instructions to stop struggling and resisting.

"We don't want you to hurt yourself," I said. And told him that we were doing this for his protection.

During this we had members of the public filming and encroaching towards us. No one tried to interfere and they listened to my colleague's instructions to keep back. Despite the compliance from the public I was acutely aware that any mobile phone footage of this incident could be easily streamed or shared online, taken out of context and result in us officers, SWP and our tactics being scrutinised.

We were able to return Male A to the van. To ensure he wouldn't attempt to harm himself two of us travelled to custody in the cage with him.

During the journey Male A was more compliant and didn't struggle. I regularly updated him on the progress of our journey and our estimated time of arrival to keep him at ease.

I adopted a more reassuring form of communication as I was aware the journey would be uncomfortable in restraints. After that rush of adrenaline he could have become more agitated.

On arrival at custody I settled him in to the holding cell where he remained calm until we handed him over to the custody staff.

On reflection my feelings as we approached this incident were mainly of concern and apprehension. Afterwards I felt confident and proud of the way I conducted myself and the safe conclusion of the incident.

The nerves of taking the lead during my first interaction with Male A quickly disappeared. I felt calm and in control and talking to him felt natural.

I have worked with colleagues who would've approached this situation in a number of ways. Some may have assessed the threat differently and would not have taken the time to engage and build the rapport.

As I was becoming more independent I was keen to take ownership of the incident. I purposefully approached the situation with an open mind and remained relaxed, polite and respectful, utilising the Batari box method.

The impact I had on Male A's attitude gave me confidence, making me feel like I was in control. I never stopped communicating with him throughout and effectively utilised my OST by displaying a variety of communication skills.

Our OST focused on holds, deflecting attacks and striking out at aggressively resistant offenders but there was no gold model for how to stop someone from harming themselves.

Although there was a sense of shock at first this quickly subsided when instinct took over and we burst in to action preventing him coming to harm.

On reflection of the incident as a whole I'm proud of how I conducted myself and the way I navigated the investigation. I'm particularly pleased that we secured evidence and witness accounts to support the case for the victim of the criminal damage. I was also pleased that Male A didn't come to any serious harm and that there was no form of hostility from the public in response to our actions.

Being filmed by the general public does add pressure to a situation but it didn't impact how we conducted ourselves professionally.

I never felt the team were close to losing control of the situation and believe my conduct in particular played a massive part in ensuring that the incident was contained and dealt with promptly and effectively.

Using the Gibb's reflective cycle as the framework of this essay I have been able to critically assess the way I worked. I personally took a lot of positives from the way I approached the incident and definitely gained a lot of confidence.

The way I presented myself demonstrated that I carry out my work with the policing principles from the code of ethics at the core. I treated Male A with fairness, transparency and respect throughout.

My communication skills proved to be a strength and I came out of the situation feeling reassured that I have the ability to take the lead and competently tackle situations of this nature. When faced with difficult choices I showed integrity and objectiveness in my decision making.

It's never easy to decide the level of force to use given how quickly situations can change. The rapport I built with Male A played a huge part in the compliant handcuffing process which allowed us to effectively gain control early.

Our use of force in this incident was proportionate to the situation and ensured the safety of the public, Male A, me and my colleagues.

When the conflict became more aggressive and volatile we were able to maintain control quickly and competently, utilising the conflict management skills from OST. There is no doubt that had I not handcuffed when I did, the situation would have caused a greater risk of harm to everyone involved. This could have seen us justifiably escalating to a higher use of force, such as use of our appointments or strikes in turn causing the offender more harm. After Male A had a shift in attitude and behaviour, displaying signs of aggression towards us, I altered my approach. I kept communicating with him and merely adjusted my tone to become more direct and clear.

I don't see an option available that would have made the outcome more successful for anyone involved. The suspect was arrested and kept safe, vital evidence was secured, witnesses identified and the victim was supported. All whilst officers and members of the public were kept safe.

In conclusion this incident demonstrated the importance of communication and how my attitude and behaviour can impact and direct encounters. My decision making ensured the safety of everyone involved by allowing Male A to engage with us and feel empathised with.

As he willingly engaging with us I took opportunity to build a rapport instead of taking a more hands on approach straight away - despite having the grounds to. I adapted the way I communicated with him after he became abusive and aggressive, rather than just opting to physically restrain him.

This helped to de-escalate the situation and played a massive part in him becoming compliant again. It also reduced the need for more physical or dominating use of force in order to regain compliance.

Despite the effectiveness of my communication with Male A, I would like to have better utilised my colleagues. I feel the length of time the incident took to come to a conclusion was not ideal and part of the change in his mood could have been as a result of this.

Taking the time to brief with my tutor and collect evidence myself may have caused frustration for Male A, resulting in him behaving the way he did after arrest. Had we been able to go through the process quicker, he may have been less hostile and aggressive. In future incidents I will opt to direct colleagues to do that part of the process, to make us more efficient.

This was however only done so I could take ownership of the whole incident and further my experience, one which I have been able to take plenty of positives and confidence from.

(Word count 2692)

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 in which I played a significant role with a victim of domestic abuse. Whilst commenting on relevant social and legislative contexts I will also reflect on the cultural and language issues I faced. As part of my reflection I will discuss how I supported the victim through the criminal justice system in line with the victims' code of practice and illustrate how policing values were engaged throughout my involvement in the incident.

At lunchtime on a Sunday in September the sergeant received a call from the local PCSO base. The call asked for officers to attend as a Romanian woman had come to the station crying. She had arrived barefoot and could not speak English.

The PCSOs on site gathered that something had happened involving her husband but they couldn't establish what the circumstances were.

I arrived at the police station and was introduced to the woman. I needed to make sure we understood each other as the code of practise for victims states that:

“You have the Right to be given information in a way that is easy to understand and to be provided with help to be understood, including, where necessary, access to interpretation and translation services.” (Ministry of Justice, 2021)

At this stage I made the presumption that she herself has been a victim or witnessed something that she wished to report to us. In order to facilitate her right to be understood I led her to a room within the station and called Language Line.

It was clear to me that she had been crying, her face and eyes were very red however there also appeared to be some form of reddening on her right upper cheek area. I gestured towards the mark on her face and she nodded and said “yes.” Although I couldn’t be certain, I took that to mean that the mark on her face was part of the reason she was there.

I didn’t probe any further due to our inability to communicate effectively. The information from the PCSOs regarding her husband’s involvement, this mark on her face and her distressed state had me considering the possibility that this could be a domestic violence related incident.

According to the Office for National Statistics 2019 (ONS), almost one in three women aged 16-59 will experience domestic abuse in her lifetime. (Office for national statistics, 2019)

As soon as we connected with the interpreter I made sure everyone was introduced by name to make the encounter more personal and to build a rapport.

I made the decision to remove my face mask so that if we couldn’t communicate verbally she could at least read my facial expressions and see that I was actively listening to her.

I also requested that I record on my body worn camera for the sake of accuracy if she was happy for me to do so.

I had conducted interviews prior to this. However previously I'd had more time to prepare and familiarise myself with the incident. As I began I knew that:

"Interviewers must treat all witnesses with sensitivity, impartiality and respect for their culture and rights, while maintaining an investigative approach." (College of Policing, 2013)

Despite my initial presumptions I needed to remain impartial and keep an open mind. The first question I asked was "What brings you here today?" This allowed her to provide me with a free narrative of her account.

During her account she disclosed that she had been verbally abused and slapped by her husband. This happened that morning in the presence of her 9-year-old son who was celebrating his birthday.

The context in which this incident happened could easily stir up emotions. Whilst it was important to display empathy towards the victim and her son it was vital to the integrity of the investigation that we reacted appropriately, remained professional, impartial and acted rationally.

She had been caused such distress that she had run away from the property, not taking the time to put shoes on and made the 10 minute journey from her home to the police station barefoot.

I was concerned about her vulnerability and for her 9 year old son. As it transpired that he was still at home with the father. The father was also intoxicated and struggling with alcoholism.

As well as the physical and verbal abuse, the woman also described how jealous her husband would get and how mad he would get if she saw her friends. This triggered me to start thinking about the offence of coercive control.

In order to identify if this offence had taken place I had to consider how I would ensure that nothing was lost in translation via the interpreter. First I asked her if she had ever heard of the term coercive control before, which she hadn't.

Coercive or Controlling behaviour in an intimate or family relationship is relatively new in this country, coming into effect in December 2015. (*Section 76 of the Serious Crime Act 2015*)

Since dealing with this incident I have discovered that the term coercive control isn't used in Romania. But they were one of the countries that signed up to the Istanbul Convention, a Council of Europe human rights treaty that focused on combatting violence against women and domestic violence which came in to effect in August 2014. (Council of Europe, 2021)

The European countries that signed up to the treaty refer to coercive control as "Psychological Violence". At the time I had no understanding of the difference in social context around how seriously this type of offence is taken in Romania. This presented me with a challenge of identifying if she was also a victim of this offence.

I asked more direct questions focused around the points to prove, being careful not to lead or influence her answers. I asked:

How often does your husband verbally abuse you? What type of things does he say? Do you get to see family and friends? Do you get to see them as often as you like? Do you have access to money? How does it make you feel when your husband behaves this way? Does he know how this makes you feel?

Her answers lead me to believe that she was a victim of coercive and controlling behaviour.

Judging by the account she had given I decided there were enough grounds for me to arrest her husband for domestic related assault by beating and coercive control. I informed her of this and explained that the arrest would be happening and that I had the responsibility to ensure the safeguarding of her and her son.

The positive action I took and my reason to make the arrest was not dependent on her providing a statement. Incidents of domestic violence can be pursued as a 'victimless

prosecution' meaning that there doesn't need to be evidence directly obtained from the complainant.

This eliminates the need for victims of domestic abuse to feel pressured to provide a statement. There are multiple reasons as to why a victim may not support police action or go on to withdraw their statement. Including fear of retribution and further violence.

In her study about the eight stages of domestic abuse Dr Jane Monckton Smith, a criminologist who specialises in domestic homicide and coercive control, identified threatening the perpetrator's control as a trigger that could endanger the life of a domestic abuse victim. Police involvement could certainly threaten the control which is why we have to consider victim safeguarding and support in line with the victims' code. (BBC News, 2019)

In cases of coercive control due to the prolonged psychological abusive behaviour or subtleness of the abuse, some victims believe that the aggressor is looking out for their needs or has their best interests at heart and therefore do not consider themselves as a victim. I established she would be supportive of a prosecution.

During my short time with South Wales Police (SWP) I have personally attended twelve incidents of domestic abuse. This incident is one of only two that have been supportive of prosecution.

The ONS reports that the reason the majority of domestic abuse related incidents that are recorded result in no further action is due to 'evidential difficulties.' 'Victim does not support' is reported as being the main reason for this.

Understanding this I felt it was vital to ensure that I provided her with the support and guidance needed throughout the process. By adhering to the Victim's Code of Practice and working in line with the expectations of SWP I was able to maintain that support of police action from the victim.

At SWP our priority is to ensure the safety of the victim and take positive action when assessing the risk and reduce or remove the threat to prevent any harm. Given the account I had received, the responsibility lay on me to take this positive action in the form of an arrest.

The necessity criteria set out under Code G in the PACE 1984 Codes of Practice had been met and I arrested the husband in order to protect vulnerable people, prevent him causing any further physical harm and to allow for a prompt and effective investigation.

In order for this investigation to take place he had to be removed from the family home. Considerations to where he would stay should he be released whilst under investigation also needed taking into account.

We knew the child would be at the address when we attended to arrest the husband. On our arrival we separated all parties, reuniting the child with his mother and ensuring they were safe in a separate part of the house.

We wanted to prevent the child from any distress by seeing his father arrested. Arguably he may have been pleased that we were there to remove his father but could easily have gone the other way, feeling that we were treating his father unfairly.

Keeping in mind Locard's principle of "every contact leaves a trace" we wanted to have a positive impact on how he views the police in these formative years of his life.

Following the booking-in process I aimed to promptly investigate in order to not detain the husband for longer than necessary.

Denying someone their right to liberty isn't a decision that is made lightly, however in this instance it was proportionate due to the offence and the investigation that needed to take place. Although we pride ourselves on being victim led, we still have a responsibility to adhere to both our PACE Code of Practice and basic human rights.

I made the arrangements for both of the witness statements to be taken via Wales Interpretation and Translation Service (WITS) at a police station with an interpreter present

to ensure understanding and to confirm the account given. The team in the hub dealt with the husband from here on.

My responsibilities towards supporting the victims continued as per the Code of Practice for Victims of Crime. The victims are entitled *“to be referred to services that support victims and have services and support tailored to your needs.”*

I signposted them to Live fear free and South Wales Victim Focus giving a brief explanation of their role. I explained that her not being able to speak English doesn't have a bearing on the support available as it's her right as a victim to be supported regardless of the language barrier.

Referrals are a vital source of support providing advice on how to leave abusers, build better relationships and life in the aftermath of domestic abuse.
(Welsh government, 2021)

Further to the support referrals I had discussed with the victim, I explained I had the obligation to complete the Public Protection Notification (PPN). I explained the process and also received her consent to share it.

By submitting this to our public protection unit, they in turn alerted our partner agencies such as child and adult services, Women's Aid and further support services for victims. Completing these referrals ensured that further positive action would take place to provide support and safeguard the mother and child from future harm.

Prior to obtaining the statement the woman had disclosed how she feared her husband. I informed her that should she be required to give evidence, we can request special measures on her behalf such as giving evidence behind a screen, in private or via live link so she wouldn't have to face the accused.

At the very least there is the responsibility for Her Majesty's Courts and Tribunals Service staff to ensure that upon attending court you do so via separate entrances to the defendant, and wait in separate waiting areas.

I explained that at this stage she could also make a further statement as a victim, a Victim Personal Statement (VPS). A VPS is an opportunity for victims of crime to express the impact of the crime and their feelings in the aftermath.

“It is important as it gives victims a voice in the criminal justice process by helping others to understand how the crime has affected them. It provides an opportunity for victims to communicate verbally and/or in writing the effects the crime has had on them” (CPS, 2020)

As well as this a VPS is an opportunity for the victim to express her desires to be kept up to date with the progress, receive support, describe how she feels vulnerable or intimidated and express her concerns of the offender being granted bail. In this case her only concern was around her husband making contact with her should he be released.

Throughout the progression of the incident, I kept the victim up to date at each stage of the process and took time to explain what the following actions would be as I didn't want them feeling unsure of what was going on or what happened next.

Providing clarity on the support available and detail about the positive action we as a force are required to take is reassuring for victims. If we can provide that reassurance and instigate safeguarding, then I believe many more victims of this nature will be supportive of prosecution.

Numbers are already improving according to the ONS police forces in England and Wales (excluding Greater Manchester Police) recorded an increase in domestic abuse related crimes in the 12 months leading up to March 2020. It's believed this is in part as a result of improvements in police action and an increase in victims' willingness to come forward. (Office for national statistics, 2020)

My reading around coercive control for this essay flagged Dr Jane Monckton Smith's 8 stages of escalation in domestic abuse as a resource for my future policing. Her study published in the book *In Control: Dangerous Relationships and How They End in Murder* found that there are often patterns that abusers follow that could be useful as red flags in my future interviews with victims. (Monckton-Smith, 2021)

I believe that my thorough approach to the safeguarding aspects of this incident ensured that both the victim and child were supported going forward in line with the victims code of practice.

My personal approach combined with SWP policy and core policing values meant I was able to act with impartiality and empathy.

I am grateful to have learnt a lot from this incident including the cultural differences in Romania, red flags in domestic abuse relationships and the practical steps I need to take to use a translator for an official statement.

(Word count 2581)

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:

In this essay I will be critically assessing and reflecting on an incident where I played a significant role with a young offender using the Gibb's reflective cycle. Whilst considering social and legislative context I will also reflect on my application of the National Decision Model (NDM) in the decision making process and evaluate my use of discretion. I will also highlight how policing values were engaged taking into consideration the potential impact of bias in my decision making process.

It was around 2pm on a weekday in September when my colleague and I were responding to a report of a: "*Female going berserk in the flat causing damage and smashing plates.*" En route to any occurrence I review the incident log in order to keep up to date with any new information from the control centre. Here they can attach details of updates if it's an on-going incident, like who they suspect is involved, PNC checks, warning markers, direction of travel should the person of interest leave the location etc.

Control were still in contact with the reporting person (RP) and noted *“The RP has hidden the knife”* on the log. Although this information did not seem to tally up with the circumstances of the original call, I updated my colleague on this information due to the potential threat of a knife being at the scene as this can massively alter our approach. The NDM is the process police officers go into when deciding on a course of action. The code of ethics is at the heart of the model and is considered during every stage. The stages are:

- Gathering information and intelligence
- Assess threat and risk to develop a working strategy
- Consider powers and policy
- Identify options and contingencies
- Take action and review what happened

“The police routinely make difficult decisions in fast moving situations, where the information may be incomplete...”(Bryant and Bryant, 2020, p77)

This model is constantly spinning in our minds and under review throughout an incident. Before we arrived at the scene the information and intelligence I received was very mixed which didn’t allow me to move on to the next stage of the model. This meant I was unable to effectively assess the threat in order to develop our working strategy. It was vital we got to the scene and started gathering our own intelligence.

On arrival a female could be heard screaming from the property. As we approached the house we met the RP. The first thing I asked was “is anyone hurt?” doing so because one of our core responsibilities as officers is to “protect life and property.” (College of Policing, 2013)

Before I entered the property I asked the RP for any more information. The RP informed us no one was hurt and with regards to the knife, the comment she made about hiding it is just part of their health and safety process. No threats to harm anyone ever took place and the female was safe in her bedroom. This was important as it negated the need for us to provide any medical assistance meaning we can instead investigate.

The accommodation was a semi-independent living service that supports residents between the ages of 16-24. The residents they support are young people with challenging

behaviours who have come from backgrounds that may have involved drug and alcohol abuse, self-harming behaviours, gang involvement, criminal behaviour and low level sexualised behaviour.

As this service user was 16 years old she is classed as a young person in care. A review by Lord Laming for the Prison Reform Trust found that children in care are six times more likely to be cautioned or convicted of a crime than other young people. (The Guardian, 2016)

Establishing all involved were safe was vital as it gave us more time to consider the NDM and gather information before we moved on to develop our strategy.

The female was a 16 year old that was being supported was not from the city centre area. I was informed she has ADHD and autism and out of frustration of being placed away from her support network she had smashed all the crockery and glassware in the property. The RP stated her motivation behind this was to instigate being moved from the property, closer to where she is from.

Upon discovering greater detail about who was involved I was now able to start assessing the threat of the situation. I used Niche and PNC in order to do background checks on the female in order to supplement what we already knew, however very little information was showing up with regards to police encounters. A youth caution from 2019 was listed but detail behind it was scarce.

This is where use of the NDM became non-linear. I needed more information and intelligence in order to progress so utilised our networks in order to try and build on that. Not being constrained to a linear approach to decision making is vital due to how quickly situations change. Already this incident had gone from criminal damage to mentions of a knife. Constantly reviewing our information allows us to reassess our options at every stage of the decision and adapt our approach accordingly.

The RP explained that the female has never expressed violent tendencies or any form of aggression towards her. Knowing that, I assessed that our presence was proportionate yet I still approached with openness, not taking anything at face value.

Despite what sounded like aggressive shouting, the female was not presenting as a risk to others or making threats. I gained access to the bedroom with a colleague in order to engage with her.

The female was extremely loud and extremely emotional. Any response to our questions were met with her shouting her answers at us. She did manage to explain that she can't regulate her emotions due to her autism and was becoming more distressed by our presence due to her having previous bad encounters with the police.

We showed that we understood by actually retreating from her room, assessing that she wasn't going anywhere nor causing any further damage. This was to give her the opportunity to calm herself down without us watching on.

The property managers had expressed their desire to pursue police action. Although they are providing semi-supported living, they also had a policy of making sure that the service users are accountable for their actions. This would have seen us justifiably go in and make an arrest based on the evidence and witness accounts.

I made use of the time away from the female's room by gathering evidence with regards to the damage, the cost of which was approximately £30-£40.

I expressed that due to the relatively low cost of the damage I did not feel that arresting the female was necessarily the correct action to take. I didn't feel that it would be in the public interest to pursue police action for an offence I regarded as low level, minor offence (Crown prosecution service, 2021).

My experienced colleague felt the same and consulted our sergeant on the appropriate action to take in line with our powers or policies.

None of us felt that arresting and criminalising this 16 year old girl was a suitable response to the criminal damage. She has ended up in supported living due to her past and has been actively engaging in a process that aims to support her on her journey to become an independent, civilized member of society.

The CPIA (*Criminal Procedure and Investigations Act 1996*) state that;

“A criminal investigation is an investigation conducted by police officers with a view to it being ascertained

(a) Whether a person should be charged with an offence, or

(b) Whether a person charged with an offence is guilty of it.”

Equality and diversity are an essential part of the College of Policing’s code of ethics. Police officers are expected to adhere to certain standards of behaviour. Within this they state that officers should:

- Treat people according to their needs
- Recognise that some individuals who come into contact with the police are vulnerable and may require additional support and assistance

With this in mind, I used my discretion as a police officer by deciding not to make the arrest and instead seek alternative disposal methods. Had I made the arrest I believe I would be contradicting these standards and not treating her as per her needs or with her vulnerability taken into consideration.

Using the NDM to consider the options available to us we made the decision to seek an out-of-court disposals (OOCs) and refer this case over to our youth offending team. This would see us still meeting our responsibilities in line with the CPIA by referring the case to a relevant department for an outcome decision.

At this stage of my career I hadn’t had any dealings with the youth offending team or OOCs so needed the assistance from my colleague and sergeant in progressing. I discovered that South Wales Police (SWP) aims to encourage care homes and supported living schemes to accept out of court disposal options instead of criminalising young offenders.

It’s the belief of SWP that should such offences have taken place in a regular home environment then these behaviours would have been dealt with by the parents or guardian.

Lord Lamings report recommended that social services and criminal justice agencies worked together to “stop having children in care sucked in to the criminal justice system for trivial reasons” (Prison reform trust, 2017).

The victim in this incident, the accommodation manager, had expressed their desires to pursue police action and now we had to explain the process that we felt would work best in the situation.

There was the potential for our disposal method to be scrutinised by the victim, questioning whether the approach we decided on was fair and unbiased or punishment enough in the circumstances.

I had to give the rationale behind why I felt this was the more favourable approach to take in this instance, explaining our policy as a force and citing our responsibility to treat people according to their needs. Had the victim not been receptive to this outcome, I would have had to return to the NDM in order to identify another option available.

The victim agreed with our rationale and was happy for us to proceed via means of restorative justice. This method requires the victim to be a willing participant in the process. We explained that we would be removing the female from the property temporarily in order for us to conduct a contemporaneous interview with an appropriate adult and to give all parties time and space.

I conducted the interview with the female during which she admitted the offence, apologised and explained her reasoning for her actions. This interview was a vital part of the process as it completed the investigative actions that we are responsible for as per the CPIA guidelines. They state that:

“...where a criminal investigation is conducted all reasonable steps are taken for the purposes of the investigation and, in particular, all reasonable lines of inquiry are pursued”

(Criminal Procedure and Investigations Act 1996)

The interview recorded on body worn camera and my EPNB entry also documented her account, her desire for extra support and highlighted what she was going through in her personal life at the time.

I completed the file for this incident and submitted our investigation to our youth offending team. They picked up the file and set out the conditions of the restorative justice meeting for both parties to attend.

Both the offender and victim agreed to a restorative justice method which ruled out the need for a witness statement to be taken. The damage was recorded and evidenced. No further action was outstanding and the investigation was completed and sent to the youth offending team.

My feelings as I approached this incident were of caution and slight confusion. In my time with SWP I've discovered that the initial call and information gathered doesn't always provide a true reflection of the scenario. The better understanding comes upon attending the incident and directly speaking to those involved.

I felt that the female was never at any stage posing a threat to me and my colleague. Upon learning about her ADHD and autism and hearing how distressed she was, I felt the most important action to take was to engage with her.

Attempts to engage were at first frustrating, however I was mindful that this was a 16 year old girl who is actively engaging with support workers who are attempting to help her become independent. I felt that it was our responsibility to help her rather than criminalise her.

Looking back on the incident I feel pleased that we took a measured approach and provided her with assistance whilst also supporting the victim.

Our use of the NDM in this incident meant we came to an appropriate outcome for all parties involved. I was faced with difficulties at the first stage of the NDM when the information and intelligence received was somewhat mixed.

Approaching the incident with an open mind meant that I was able to gather information directly which better shaped how I would proceed. My intelligence gathering allowed me to create a better risk assessment of the threat.

When faced with a multitude of options at the policy and powers stage, I didn't go for the easiest or quickest option of arrest. I instead consulted with my superiors and the victim to come to a decision with the needs and vulnerabilities of the offender in mind. Together we identified potential options available to us to action.

The option I selected to action demonstrated an awareness of my responsibilities with regards to the CPIA to investigate and exhaust all potential lines of enquiry.

My decision making was unbiased as it was in line with the equality and diversity aspect of the code of ethics. Had the same crime been committed by a 30 year old male with a history of criminality I would have acted differently (as long as there were no vulnerabilities or mitigating needs identified).

This isn't biased but a product of the code of ethics that shape our decision making. The impact of being seen as biased could see members of the public alienated and lead them to question the integrity and values of the police.

True bias amongst police officers will interfere with fair accuracy, fairness and justice. Simply having greater knowledge of the OOCs and youth referral system may have helped me progress quicker through this incident. I had to consult with several people in order to better understand our policy regarding youth offenders before I could consider a plan of action.

Access to better background information via Niche and PNC would have helped as we tried to interact with her. I think part of the failure to communicate with each other was down to her getting frustrated by our "stupid questions" as well as her view of the police.

I believe that our actions and considered approach left a lasting impression on her as we acted fairly and showed empathy to her situation.

My opinion is that the other options available to us would not have had as successful an outcome as the restorative justice.

Arresting the female may have resulted in the same outcome eventually as the incident would've been passed on to the youth offending team anyway. However our process prevented a distressed young woman going through the experience of being arrested, conveyed to custody and held in a police cell.

This incident has taught me to always approach incidents with openness. The NDM is a vital part of this approach and openness isn't a sign of being unwilling to act immediately. It's a demonstration of being willing to understand a situation, assess the needs as well as the threat and apply method and process before taking action.

(Word count 2654)

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
Managing my own (on the job) workload.	By scheduling my working week and getting into the habit of completing outstanding actions/tasks promptly and not letting them pile up	Colleagues, sergeant.	1 month. This would encompass at least three sets of shifts. I should be looking to introduce good habits now I'm independent.
Case file building	Courses – such as the disclosure course. Practice by assisting other officers when possible	Colleagues, work run courses	3 months
Interviewing	Putting myself forward to take on prisoner hand overs in order to do more interviews	Sergeant	2 months.

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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: __D.Morgan____ (Learner, Electronic signature or type name)

Date: _ 10/10/2021 _