

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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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	Independent Patrol Status Confirmation	Equivalent 1,500words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this essay I will be discussing the coping strategies that I have used to and reflect on how these have helped to develop resilience and minimise stress.

During this essay I shall be using Bortons' reflection model to reflect on the stress and resilience over the first 6 months of being a police officer.

Stress is defined as "Mental or emotional strain placed on or experienced by a person as a result of adverse or demanding circumstances, esp. the pressures of or problems in one's life; a state of feeling tense, anxious, or mentally and emotionally exhausted arising from this." (Oxford University Press, 2010).

Psychological resilience is defined as "the ability to maintain the persistence of ones orientation towards existential purposes"(Sisto et al, 2019).

Stress triggers that are common in policing are diverse, such things as public perception, Pay, working conditions and the expectation on police officers to know what to do regardless of the situation they are placed in. Most of these stresses can be managed by the individual by taking control of the situation and building resilience to the external stresses and pressures, the main stress factor I faced during my initial 6 months was facing the fact that policing is under excess scrutiny by the public due to and increase in media representation of corrupt police officers and trust in policing is currently poor.

Bortons model of reflection (CrowJack, 2023) is based around asking ourselves 3 questions, firstly asking, What? – I will use this to define what it is I am reflecting upon in this instance stress within the workplace as a police officer and how to manage this and the importance of managing stress.

Bortons model then gets us to ask ourselves, So what? - I will be using this question to develop the answers given from the above to reflect further upon the stresses and resilience methods used within the initial time as a police officer.

The final stage of the model gets us to ask ourselves, Now what? – this question gets us to further question ourselves in relation to what worked or didn't and how I could do things differently in the future.

During the first 6 months of police training, and since being attested I have encountered many stress triggers that required me to build resilience and develop coping strategies for these.

One of these stress triggers have been that I have joined the police service at a time when the public perception on the police and police officers have been at very low points.

So what? This means that the general public's opinion on the police will affect every decision I make as not only should I be making the decision that is best for the suspect, victim or service user but I also have to consider how my actions and decisions I make will affect the public perception of the police service that I am a part of.

Now what? I understand that the public's opinion towards the police across the UK has declined over recent years due to a number of recent high profile cases of corrupt police officers being published across a multitude of news forums and outlets, it is therefore a responsibility of mine to ensure that I carry out my duties as an attested police officer as best as I can to help restore public confidence in policing. In order to effectively carry out my duties I'll be using Gibbs' reflective cycle to evaluate the decision and actions made, this creates a pressure and stress that I must build resilience to, the way I have learnt to build resilience and combat stress is to ensure that I talk to others about my stresses and ensure that I set aside some time in the week to do things that I enjoy. Using Gibbs reflective model, I will now reflect on the stress and how I have used coping strategies to build resilience.

The coping strategies I used throughout the first 6 months of initial police training was to set aside some time during the week to spend time clay pigeon shooting, clay shooting allows me to spend time with friends outdoors in an environment that I have more control in and allows myself to "let off steam" whilst socialising with others who share a similar interest in firearms and clay shooting. Another coping strategy that was utilised was also setting aside some time during the week for running.

This allows not only myself to de stress but also those who accompany me in these activities, the sport also allows me to feel a sense of achievement and success as myself and friends would often have friendly competitions between us to see who could break the most clays during the session.

Running allows me to take some time to enjoy being outside whilst also ensuring that I maintain a level of fitness so that I can effectively carry out my job and responsibilities as a police officer.

Maintaining a level physical fitness has proven that a significant relationship existed between the degree of fitness improvement and the degree of mental task improvement (Gutin, 1966).

Looking back at these coping strategy I can see that they are an effective way to help relieve stress and I can see how this activity can be used in the future as a coping strategy to build resilience for stresses that I encounter while deployed as a police officer, these coping strategy doesn't just benefit me either as I can invite other work colleagues along and we can talk with each other to ensure that we are helping colleagues to combat their stresses that they encounter both at work and in their private lives.

There are however some downsides to Clay shooting, This can be a fairly expensive hobby to pursue as it can require the purchase of a firearms licence, the purchase of the shotguns along with the maintenance of the firearms, therefore this option won't be suitable for everyone and it is important to understand that other people will have reservations on the sport and everyone will have developed their own coping methods and strategies.

There are also some drawbacks to running as a coping mechanism. Running may not allow for interpersonal connections which may not allow participants to discuss any ongoing issues that may be affecting the individual(s). However unlike with clay shooting this activity can be undertaken by anyone without the requirement of purchasing equipment.

There are also times that running would be preferable than shooting, the times that I would choose running over shooting for instance would be during periods of cold weather, as shooting requires long periods of standing around it amplifies the cold and makes shooting a difficult task to complete and enjoy. Running on the other hand keeps me active and warm during periods of cold weather.

As I encounter more stress triggers in the future I hope to rely on these coping strategies as I go further into my policing career as it has helped in the early stages of my policing career, I will also look at developing other strategies that can potentially help involve every member of the team.

Word Count: 1180

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:

In this essay I will write about an incident I have attended and how I have applied different theories of conflict management along with different communication techniques. Due to the nature of policing conflict and conflict management play critical roles within policing and our response to incidents. Within policing there are many different laws and policies that govern how police officers must approach conflict and these will be explored in this passage.

The incident involved myself and my tutor, we were called to an ongoing assault I was then passed a description of the individuals involved, the description described a group of individuals that are known to myself. Whilst en-route to the incident I carried out person checks on the individuals that I believe match the description, this had revealed that one of the males is usually carrying a knife and was wanted on recall. With this information I knew that I had to approach him with caution to prevent escalation to protect myself, colleagues, and the public. The male also had several markers for mental health issues which meant that communicating with the male was of upmost importance to prevent escalation of violence and a potential decline in his psychological health.

This incident has a strong impact in terms of social contexts as knife related crime is on the rise across the UK rising by 3% (ONS, 2023).

With the potential of the male being in possession of a knife I must consider my use of force and consideration of impact factors in order to determine the appropriate level of force to be used in such an incident the College of Policing publish the personal safety manual and sets out a series of impact factors as the following weapons, crowds, alcohol, prior knowledge about or the relative size and build of the people involved (College of Policing, 2023).

On attending the incident, I used the batari box model to help prevent escalation of aggressive behaviour from myself and the perpetrator. Batari's box is a model that helps us understand the impact our attitude and behaviour have on those around us (mind tools,2023)

I applied this model in this particular circumstance by ensuring that my behaviour and attitude remained calm and did not escalate the offenders behaviour.

This particular incident was also under scrutiny of the public as the male in question was of an African American origin and the attending officers were both white, the male or the general public could have taken offence to this as it has been increasingly reported in recent years that black and ethnic minorities are more likely to be "targeted" by police officers. Recent figures of stop & search published by the UK government suggest that for every 1000 black person 27.2 black or ethnic minority was stopped and searched this is compared to 5.6 white people for every 1000 (Gov.uk, Gov.uk, 2023)

I will be using the Drama triangle (Sinclair, 2023) to explain how to manage conflict, Essentially the triangle consists of three points these being the offender, the rescuer and the victim. Within each of these areas the offender behaviour tends to blame others and criticize without suggesting a solution.

The role of the victim tends to think that they are in a powerless position and may be feeling hopeless.

It is the role of the rescuer to help, they can often enable others by doing something for them however this could hinder the victim as they will never learn to do things themselves.

The Drama triangle is often repetitive as those who feel like they cant do something will never find the ability to do that task and those who blame others are part of the issue as they never come up with constructive ways to change their behaviour or attitudes. The rescuer doesn't help either of these groups of people as they will help both of these groups without discussing what options are available.

Throughout the incident I also had to consider how my behaviour and attitude contributes to the drama triangle and how to avoid triangulation. Triangulation occurs when the three points of the triangle interact with each other in a way that antagonises the others this leads to them essentially swapping roles where the offender becomes the victim, the victim the rescuer and the rescuer the offender – this then gets further exaggerated by ongoing behaviours and becomes an endless cycle

I will be using Gibbs reflective model (The University Edinburgh, 2020) to reflect on the incident.

I will also refer to the level primary behaviour of offender in relation to how the offender behaves – this starts as compliant escalating up through passive resistance, verbal resistance, active resistance, aggressive resistance and then onto serious aggravated resistance.

Gibbs reflective model is a 6 pointed cycle that enables the user to reflect upon a situation and explores the following criteria. description, feelings, evaluation, analysis, conclusion and action plan.

The description stage gets us to ask what happened.

As discussed briefly above myself and tutor were sent to a call regarding a group of known males, whilst en-route I carried out person checks which confirmed that one of the males that had been identified is known to be violent towards police officers and is also known to carry knives and offensive weapons, the male was also wanted on recall for breach of license conditions – details of which were not known to me at this time. As stated above the male was also known to have mental health conditions and has self-harmed several times in the recent past. Once my tutor and I arrived on the scene I approached the males and one identified himself as the male we were after, I used tactical communication techniques that I have learned from my training that allowed me to talk to him as an individual and not just an offender. There are 6 stages to the responses available to police officers being Officer presence, verbal commands, control and restraint, chemical agents, temporary incapacitation and deadly force.

I had approached him and ushered him away from the rest of the group so that he wasn't going to be "egged on" by his associates this was displaying to me compliant behaviour. As he was compliant, I was able to give the account that we had received from the reporting person – it was at this point that my tutor came over to assist me and the male started to become verbally aggressive and as he was compliant previously.

I asked my colleague to take a step back and I'll give him a shout should I need further assistance. Shortly after calming the offender back down I obtained through my colleague that no offences had been disclosed to officers and so I informed the subject of this, this reassured him slightly but I did inform him that he has breached his license and for that I would be arresting him- he was handcuffed to the rear and escorted to the back of the van and conveyed to the local custody unit.

The tactical communications used in this incident varied between non-verbal and verbal communications, The verbal communications used in this incident displayed non judgmental behaviours as this allowed me to meet the individual on his level and allows me to further evaluate the effectiveness of the communications and adjust the words and phrases used in order to maintain control of the situation. An example would be when my tutor had stepped in and the offenders behaviour escalated and became verbally aggressive, it was at this point I had to consider the use of control and restraint methods or to change the language to suit the situation. Based on the build of the individual and my relatively new experience as a police officer I had decided to attempt to de-escalate the situation by raising my voice and asking my tutor to step away, after this had occurred the subject became compliant I feel that if I was to use physical force I would have been out of balance and it had the potential that his friends would also get involved and could escalate into a fight.

The non-verbal communication methodologies that I used in this incident were based around my facial expressions, eye contact, gestures and body language. Facial expressions convey emotions and attitudes, eye contact helps regulate the flow of conversation and also allows me to track where the offender is looking and pre-emptively defend myself should I detect any signs that the offender is becoming aggressive or looking for a means to make good his escape. I was also using gestures and body language to help convey the message that was being delivered to him, this was to help reinforce to the offender that I was in charge and was leading the conversation in a direction that I wanted it to go.

From this interaction with the offender I found that maintaining eye contact and gestures helped prevent escalation of the situation as when I stopped this I noticed the offender

become more agitated, this was probably because it appeared to the offender I was listening to his account and responding to him appropriately.

Gibbs cycle then gets us to consider our thoughts and feelings we encountered throughout the incident.

During this interaction I was feeling a whole range of emotions and thoughts, firstly while we were en-route I was feeling slightly apprehensive of the male as he had previously assaulted several police officers and is known to carry offensive weapons. My main concern here was that he could potentially use a weapon on me or my colleague. I was hoping to keep myself and the offender calm throughout – this is where I applied the logic taught through the Bataris Box methodology where my behaviour affects my attitude which affects the offenders behaviour and attitude.

For me in this scenario it is important to know where I sit on the triangle, if at all, and ensure that my behaviours and attitudes positively affect those who I interact with on the triangle to prevent the cycle from starting

As the main officer who was dealing with the incident it was clear from the way that I had de-escalated the situation and prevented further offences and managed the conflict, this was accomplished by remaining calm throughout the incident and being able to communicate with the offender at a personal level. My feelings throughout was that of apprehension, knowing that this male has the potential to escalate and get violent. The things I felt didn't go so well was that I feel that my initial behaviour on scene was clear to the offender that I was new in service and that I wasn't quite sure what I was doing, this was reinforced when my tutor came over to us to ask if I required a hand, as I felt that the offender had picked up on the cue from my tutor that I may not know what I was doing. This was soon put aside after I asked my tutor to take a couple of steps back and if I required assistance I would ask for it – I spoke to my colleague about this after we got to custody and I stated that I didn't mean to offend him I was just demonstrating dominance in front of the offender as to set some hard boundaries.

What I took from this situation was that my behaviour and attitude does affect the behaviour and attitude of those around me. I also had understood from this situation that some situations require a one to one relationship between the officer and offenders as it can often make situations more volatile as the offender feels outnumbered and may want to defend his position.

If I was to be placed in this scenario again or in a similar situation what I would do differently would stem from having more experience within the role of a police officer, I feel that the way I originally came across made it clear to the offender that I was new in service and that he could use his experience as an offender to outmanoeuvre me. I will also need to develop a better working relationship with colleagues that I would be working with as this would prevent them assuming that I required assistance or was struggling with the situation as this had led to the escalation of the offenders behaviour and could have potentially turned the offender against me. I feel that it was important to not rush into the scene to detain the suspect as this could have caused the others in the group to also become agitated and aggressive towards myself and colleague.

Word Count 2117

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 legislation, social issues, culture and language.

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

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

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

ANSWER:

In this essay I will explore an incident that I attended and will reflect on this incident and how I had dealt with competing issues such as legislation, social issues, culture and language and how I considered the victims code of practise and how it is used to support victims and witnesses throughout the investigation.

Throughout this essay I will be using Gibbs reflection model (The University Edinburgh, 2020) throughout this essay to critically explore my actions.

Gibbs reflective model is a 6-pointed cycle that enables the user to reflect upon a situation and explores the following criteria. description, feelings, evaluation, analysis, conclusion and action plan.

The description stage of Gibbs model gets us to ask ourselves what has happened.

The incident I attended was in relation to a Historic sexual assault of a female of the Kurdish community within our force area. Immediately, I knew I was facing potential difficulties that needed to be overcome as there was a clear language barrier between myself and the victim of the alleged assault and so I had to arrange an interpreter. From the outset it was identified to me that her husband, who made the report to the police, was not responsible for the alleged assault and could speak English well enough to act as an interpreter. It was identified that her grandfather was responsible for the assault.

I carried out a victim assessment as per force policy and had identified that due to the nature of the offence I was investigating that she was entitled to an enhanced service under the victims' code of conduct.

The victims code of conduct lists 12 rights that are given to victims and witnesses of crime that makes it my duty as a police officer to ensure that these rights are given to the victim, essentially under the enhanced service the victim is entitled to more frequent updates should they want it – 1 working day rather than the standard 5 working days of a victim or witness who is not receiving an enhanced service.

I was immediately aware of my duties under right 1 of the victims' code that gives them the right to be understood and to understand, this was completed by ensuring that all information would be passed between the police either via an official interpreter or through her husband. Right 2 which gives the victim the right to have details of the crime recorded without delay was completed by the control room when her husband reported the offence earlier that day. Right 3 was also completed by the control room at the same time. Under right 4 the victim has the right to be referred to support services and have the support tailored to you, on initial attendance to the victims address and after getting an initial account I was able to talk to the victim and offer her contact information to independent organisations that would offer tailored help and advice to the victim at all stages of the criminal justice system (CJS)

The next stage of Gibbs' model asks us what we were thinking and feeling throughout the incident.

Throughout this incident I was constantly thinking to myself about the level and quality of the service that I was providing to the victim, not only was she a victim of a sexual assault but a domestic sexual assault. It is estimated that 3.3% of women aged over 16 were victims of sexual assault in the year ending to march 2022[...] it also remains a heavily under reported offence (ONS, 2023).

I also had feelings of disgust towards the alleged suspect due to the nature of the offending disclosed to me by the victim, I had to suppress these to ensure that I remained neutral to the investigation and did not present any bias into the evidential material required to bring about a prosecution.

I also had to bear in mind the principles of the Code of Ethics which are founded upon 9 principles, these are accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness (College of Policing 2014).

Not only do I have to remain completely impartial in the investigation but I also have to treat all parties fairly and respectfully in line with the Code of Ethics.

I also later found out that the alleged suspect of the assault had recently died abroad and the family were struggling to have the body returned to the UK, not only could we not bring a successful prosecution against the suspect but I also had a duty to provide reassurance to the victim as she was both grieving and also overcoming the realisation that she was free from her past and could finally start to overcome the trauma of her sexual assault.

The evaluation stage of the model gets us to reflect on what worked and what didn't work so well during this incident.

I found that based on my experience of the translation service used by law enforcement in the UK can often have the police officer on hold for long periods of time I thought I would use the translation service of her husband to see if I could provide a more efficient and streamlined service for the victim allowing me to get key updates to the victim faster as I was not relying on a service that I have had a bad experience with previously.

I also found that although only vulnerable, intimidated, victims of serious crime or repeat victims are entitled to an enhanced service I found that I was able to focus on the needs of the victim and I now have a better understanding of the victims code and will do my best to provide the best service I can to all victims of crime which also allows me to meet another criteria on the Code of Ethics which is selflessness.

The next stage within Gibbs' model is analysis which gets us to ask what sense can we make of the situation.

What this stage gets us to consider in relation to the incident is what did my actions do for the victim and how has this affected the victim.

I feel that the actions and considerations that I had taken towards the victim ensured that she had the best service available to her although the outcome was not one that she had wanted as she felt that she had been let down not by the CJS but by the fact her offender could not face her version or vision of justice that she had expected. I could not have changed this for the victim as this was out of our control.

The last 2 stages of Gibbs' model gets us to consider what else could I have done for the victim and what I would do next time should a similar incident occur again.

Looking back at this incident there are other things I could have done throughout, I feel that I could have had a better understanding of the cultural differences between the culture I know and am familiar with and that of the victims'. I was unaware of certain aspects of the Kurdish culture and felt that I could have spoken to her at a similar interpersonal level if I understood the culture in more depth.

I could have also recorded her account via an Achieving Best Evidence interview (ABE) as this would have allowed the conversation to have flown better between myself and the victim whilst I was taking her statement, I did not carry out an ABE on this occasion as after the initial account was taken she was unsure how she wanted to progress and did not want to provide a statement at the time of initial officers attendance, once she had decided that she would give her account she chose to have it recorded on a digital witness statement (DWS) rather than an ABE interview. Due to the language barrier this made the process longer and more complicated than it could have been if the account were to be visually recorded.

Should I face a similar incident in the future I would ensure that I remain focused and dedicated to the investigation and not bring personal feelings into any decisions I make.

Although, this didn't happen on this occasion I was aware of the bias that I was forming and so was able to act and stop the bias from having any impact on the investigation.

I would also insist to the victim that if I deemed it appropriate then I would have her account recorded via an ABE as this allows the victim to feel more relaxed and would allow better flow of the conversation.

Throughout this incident I was constantly reflecting on how my decision was affected by the 12 principles of the Victims' Code ensuring that where applicable I held the investigation to these rights of the victim and where applicable ensure that the enhanced rights were also met, this was accomplished by ensuring that any and all updates I had were delivered to her promptly and in a manner that she was able to comprehend and should the victim have any questions or concerns that she was able to ask these and was able to be understood. As police officers we must also uphold the 14 articles withheld in the convention of human rights, the key articles that are most relevant to the police and this investigation are article 3 – the prohibition of torture and inhumane or degrading treatment, this means that no one has the right to hurt or torture you. Article 6 covers the right to a fair trial – therefore even though the suspect is not relevant in this enquiry and it was not possible to bring a prosecution against the suspect, it was still required that any evidence collected and any lines of enquiries must be used independently and to ensure that should the offender be brought in front of a court then the trial put before them is fair and lawful. Should an offender be identified then article 5 would also come into effect that being the right to liberty and security – this right is contravened, in some respects, as the purpose of an arrest and imprisonment is the removal of one's liberty, however the arrest and detention

must be lawful in relation to UK laws and the defendant must be informed of the reasoning of the arrest and detention.

Word count 1739

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will critically assess a policing incident that I have played a key role in and reflect throughout the use of the national Decision-making model (NDM) (Dr Dominic Wood, 2023) and will then review responsibilities of criminal procedure and investigations act 1996 (CPIA) .

Firstly, I will discuss what the NDM is and how it assists police officers' decision making. The NDM is a 6-pointed cyclic model structured around the policing code of ethics. The NDM was introduced to policing in 2012 and developed from the existing conflict management model. The 6 points of the NDM, are Information and intelligence, assess the threat and risk, consider powers and policy, identify the options and contingencies, take action and review.

The NDM is structured in a way that it is easy to use in a demanding environment where quick decision making is needed.

The first segment of the NDM is regarding gathering information and intelligence. This started when we were dispatched to a call regarding a group of youths that were outside an address threatening the occupants with a knife, while en-route we were passed the location of the incident along with known warning markers both from the Police National Computer (PNC) and our local policing database NICHE as this would give officers a brief understanding of the potential threats and known risks that could affect officer safety. We were shortly passed further information from the PSC to say that the persons outside the address have now left the scene and we were passed a description of the offenders and a

direction of travel. We arrived a short while after this information was passed to us and at the end of the road where the incident took place we located a male that matched the exact description.

The second segment of the NDM refers to assessing the risks and threats. For this segment I had to consider that the offenders who were outside the address where in possession of a knife and were using it in a manner that was threatening with the apparent perceived threat that the offenders would use the knife if required, it was unknown to us who these offenders are and so cannot gather any further information or intelligence on the individuals. It was possible that this lone male was one of the offenders responsible and so as I approached the male I had to approach in a manner that I maintained visual contact with the offender and keep an eye out for any movements that may indicate to me that the subject is going to attempt to escape or wield the knife and use it to potentially harm myself, my colleague or members of the public.

The third segment of the NDM refers to powers and policies that are available to me. As I attended the incident it was important to consider how I would approach the individual in terms of searching or arrest, the powers available to me are section 24 of the police and criminal evidence act (PACE) (Gov.uk, 2012) that allows for an officer to arrest an individual without warrant someone who he suspects is committing, is about to commit or has committed an offence. Further to this I could also use section 3 of the public order act to enhance these powers as it states A person is guilty of affray if he uses or threatens unlawful violence towards another and his conduct is such as would cause a person of reasonable firmness present at the scene to fear for his personal safety. (gov.uk, 2006). I also considered section 1 PACE this allows an officer to search an individual or car who he suspects has on him stolen or prohibited articles. I went for this option as it would allow for a faster turnaround should the suspect have anything on him we could arrest for the possession of a bladed article along with affray. Due to the nature of the incident it was decided to handcuff the subject whilst the search was conducted as it was suspected he was in possession of a knife – whilst searching him he disclosed that he didn't have a knife on his persons but did have a small amount of cannabis, I had located the drugs and seized these under section 19 PACE and continued the search, once the search was concluded I used police systems to obtain if the subject had any previous for drugs this showed nothing and so my police discretion was used and an incident was created so that I could record that he was found in possession of a controlled drug I decided that due to the quantity of cannabis found and that no previous was held on the individual that I would use my discretion and inform him that it is an offence to be in possession of any controlled drug and offered him contacts that offer support to youths who take drugs. Force policy states that anyone who is stopped and searched should be recorded on body worn video (BWV) throughout the interaction.

The fourth segment within the NDM is about identifying options and contingencies. As discussed above I tend to identify options and contingencies along with the policies and procedures available, this allows me to simultaneously identify the best option as I review what that option gives me and how it allows me to progress in relation to the criminal justice procedure, I also take into account offending history of the subject along with age and other factors – in this case I looked at the quantity of cannabis and the age of offender and offending history to come to the decision io made.

This is where I completed the final segment of the NDM – act and review. It was decided that the quantity of cannabis would not be in the public interest to bring a prosecution against him as the quantity was small, I also decided that based on the outstanding males still wanted in connection with the original call were still out in the area it was more important to try and locate these males as there was a greater threat to the public. So I proceeded to give him contact information of organisations that can help with drug addiction and referrals that can help him with drug use.

Throughout the NDM process I was also referring to the code of ethics. The code of ethics (College Of Policing, 2014) is at the heart of policing and they guide us in the following ways; being emotionally aware, taking ownership, collaboration, deliver support and inspire, analyse critically, being innovative, and open minded. As part of the stop search I used the code of ethics to assist the decision that I made as I was able to offer the subject support if they wanted it for their drug use.

The CPIA (Gov.uk, 2014) governs how the criminal justice system records, retains, and reveals material in relation to criminal investigations. So, this does not just apply to police officers this applies to everyone and at all stages of the justice process from the initial contact with the police through to the court. The CPIA also sets out how the information that is collected throughout the investigation should be disclosed to those that require it such as the Crown Prosecution Service (CPS), or the defence.

The disclosure comes in three sections:

- Evidential
- Unused material (relevant)
- unused material (not relevant)

The Evidential material is material that had been collected throughout the investigation that had been used to bring a prosecution against the suspect(s) this would be things such as DNA, Fingerprints or digital evidence.

The unused material that is relevant is material that is gathered as a part of the investigation that is not used evidentially but is relevant to the investigation this would include things like the red box recording of the 999 call, or body worn video that doesn't contain any evidential material.

The unused and non-relevant material is material that is collected throughout the investigation that is not used in an evidential way but is also not relevant to the investigation, this could include any recordings taken down within an officers electronic pocket note book (ePNB) that are not linked to the investigation.

Within the unused material there are further breakdowns of what must be disclosed, these are defined within the CPIA as unused material (sensitive) and unused material (non-sensitive).

The non-sensitive material is material that has been redacted to remove personal information but does not include sensitive information this could include material such as medical records, occurrence details (this is a report that all actions of the investigation are recorded on)

Sensitive material is defined as material that would give rise to a real risk of serious prejudice to an important public interest and must be described on the relevant schedule as to the requirement of the need for it to be on said schedule. If it cannot be described, then it would then be the job of the disclosure officer to arrange viewing of the material with the prosecution solicitor. Such items could be
Items relating to national security, material obtained from intelligence or security services.

So throughout the incident the material gathered would need to be disclosed appropriately in the schedules mentioned above these are listed in the manual of guidance, and are often referred to as the MG6 series.

Word count: 1565

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how

to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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

Signed: Robert Buxton

Date: 26/02/2024