

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**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 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this essay I will discuss and compare the coping strategies I utilised during the initial training programme which I recently completed to pass out as a Police Constable with South Wales Police Force. These strategies helped me to reduce stress levels and build resilience whilst improving my overall learning experience.

The initial six-month training programme to become a police officer was intense and at times, stressful. I needed to find coping strategies to ensure I completed the training and preformed academically. I felt that the development of robust coping strategies would not only support my achievement of the training programme, by helping me to manage stress and build resilience, but it would support me to instil healthy habits that I could rely upon throughout my Policing career and life in general. I expect my career in policing to be fulfilling, but also physically and mentally challenging as I juggle a demanding role with academic expectation.

Initially I considered mindfulness, but I wasn't sure where to start. I researched how mindfulness could be incorporated into my everyday life to manage stress and build resilience.

I identified the elements of training that caused me to feel stressed and concluded that my main concerns were:

- The fear of not performing academically

- Being able to balance work and a lifestyle in which I can focus on giving time to my personal relationships as well as to my own health and wellbeing.

During my research into coping strategies, I found that, (Vorontsova-Wenger et al, 2021) conducted a very interesting study to evaluate the effectiveness of short mindfulness interventions on anxiety, stress, and depression symptoms. It included the effect of an intervention on academic performance among university students, which had been identified as a generic source of stress for many. In relation to academic performance, they first analysed findings from previous studies into mindfulness and its correlation to academic performance. They noted that; Bakoush et al 2016., found that carrying out a mindfulness practice each day enhanced students' grades in reading and science. This study focused on elementary students using a short mindfulness intervention of only 10 minutes, which was particularly appealing to me as I juggle full time working with commuting and a busy home life. The study found that academic performance can be improved with just 10 minutes of mindfulness a day. (Bakoush et al., 2016).

Vorontsova-Wenger et al;, also made reference to a randomized controlled study by Sampl et al (2017)., which agreed with previous studies and concluded that students who took part in a 10-week mindfulness program achieved better grades than the control group.

Following review of the literature, Vorontsova-Wenger et al;, went on to conduct their own study, with a sample size of 50 full-time students. Students were divided randomly into two groups with 25 taking part in mindfulness-based interventions. The results showed that the mindfulness intervention had a beneficial impact on students' academic performance as well as their overall stress levels, supporting previous research findings. Students who engaged in the mindfulness practice improved their grades between two exam sessions, more significantly than students in the control group.

Based on this research I felt mindfulness would be beneficial at managing stress levels as well as improving my academic performance.

Having decided on the strategy to use, I needed to consider how to go about incorporating mindfulness into my daily life. Further research via the NHS website revealed an app called Smiling Mind which provides daily meditation and mindfulness exercises. (Smiling Mind, n.d.). The app recommends 10 minutes a day which is in line with the findings from Bakoush et al 2016., study. I downloaded the free app and incorporated the mindfulness exercises into my morning routine. Doing these first thing in the morning set me up for the day. It made me more aware of my thoughts and feelings as well as allowing some time to focus on my goals. This not only reduced my stress levels by making me feel more organised and prepared for the day ahead, but it also built resilience as I had time to process and work through any negative emotions and plan how I would deal with them, in turn, developing useful coping strategies for life.

Another coping strategy I developed during my initial 6-month training programme was the use of leisure activities to minimise stress and build resilience. I have always enjoyed taking part in various leisure activities, however, when I feel stressed and short of time it tends to be my hobbies that get pushed to the side. Over the last year since joining the police force, I have realised the importance of leisure activities in keeping a healthy mind and body. I enjoy activities such as; playing tennis, canoeing and hiking, to keep me fit and healthy both mentally and physically which is vital for the role of a Police Officer.

There is research which suggests leisure activities also minimise stress and build resilience, something which was vital during my initial six-month training period as well as for my future career in the police.

A study by A.Denovan & A. Macaskill 2016 focused on university students and whether the leisure activities they were involved in helped to combat stress and build resilience.

The findings suggested that positive emotions were generated from leisure activities which in turn lessened the impact of stress. They found that these activities broadened the students' minds and helped them develop resilience and minimise stress by giving them feelings of; competence, hope

and improving self-esteem as well as giving them a sense of purpose. (Denovan and Macaskill, 2016)

I relate to this as very often stress can cause me to feel overwhelmed, lost or as though I'm underachieving. Leisure activities can provide relief from negative thoughts and afford a sense of achievement and stability. I know I can rely on certain activities to help minimise stress and improve my well-being. I tend to take part in these activities with friends and family which helps me manage my work life balance.

Employing both stress minimising and resilience building strategies, supported me through my training and helped me achieve academic success, however, I would suggest that mindfulness was the most reliable strategy as it can be used anywhere at any time. While leisure activities play a role in fulfilling a healthy lifestyle, they cannot be relied on all the time to reduce stress, such as during work hours, whereas I can complete a quick and effective mindfulness activity from my desk when required.

Wordcount: 1083

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 am going to critically assess a policing incident I have dealt with during my policing career that involved conflict. I will describe this in as much detail as possible, however some details will be hidden in order to comply with data protection regulations.

I will consider social contexts and any cultural, ethnicity and language issues I feel are relevant and reflect upon the communication skills used during the incident. I will go on to reflect upon the incident and critically evaluate any theories or models underpinning the causes of conflict within policing interventions.

The policing incident I am going to discuss started when my colleague and I received a report from a female stating her ex-partner was at her property threatening her and refusing to leave. She stated she was very frightened of him.

The call was graded as a G1 which means it required an immediate response. As my colleague drove to the address, I carried out some Niche checks on my mobile to see if there were any warning markers or anything we needed to be aware of at the address. The check revealed a history of domestic abuse between the couple with the male being the aggressor and the female who has reported this incident being a high-risk victim of him.

Upon arrival I activated my body worn video as per the South Wales Police procedure. Procedure states body worn video significantly enhances evidence gathering opportunities and because of this, officers must record all domestic abuse related incidents they attend. The recording should start as officers approach the scene to ensure that everything is captured (South Wales Police, 2018).

As my colleague and I approached the property we could hear a male shouting. The door was slightly open, so we entered and shouted "Police". I could see a male who appeared to be heavily intoxicated wearing motorbike leathers shouting at a female in the kitchen. I immediately asked the male to step out of the kitchen as there are more likely to be weapons in the kitchen.

The male complied with this request, but then began shouting at me saying he hadn't done anything. He walked towards me in an intimidating manner and became more and more aggressive towards us. At this point I utilised the five-step appeal model that is provided by the College of Policing to provide officers with a way of dealing with resistance, ensuring the person resisting has every opportunity to comply with our requests before reasonable force may be used as a last resort.

The model is as follows:

Step 1: Simple appeal. This involves simply asking the person to comply with your request. In this incident I asked the male to step back and to stop shouting at me. This was unsuccessful, therefore, I moved onto step 2

Step 2: Reasoned appeal. This stage involves explaining why the request has been made, what law had been broken (if any) and what has caused the request. In this incident I explained that I felt threatened by his body language and his tone of voice and that I needed him to step back and stop shouting so I could work out what exactly had happened. Step 2 in this case was also unsuccessful, meaning, I needed to move onto step 3.

Step 3: Personal appeal. During this step officers should remind the person that they may be jeopardising things that are of high priority to them (e.g., loss of free time if arrested, loss of money, loss of income, possibility of a criminal record, loss of respect of their partner and family). In this incident I didn't know any personal information about the male so I could not relate this appeal to anything in his personal life. He would not stop shouting long enough for me to ask any details; however, I asked him to think about the consequences of his actions.

The male then tried to leave the house to get on his motor bike. The male was clearly very intoxicated and would therefore, not be fit to drive. I asked him to think of the consequences of his action if he was to drive while under the influence of alcohol and explained it's not only his own life he has to think about as drink driving puts pedestrians and other road users at high risk of harm. The male still did not comply, therefore, I moved onto step 4.

Step 4: Final appeal. I asked if there was anything we could reasonably say or do to make him cooperate with us. The male responded with no, along with several obscenities directed at my colleague and me. He was becoming increasingly aggressive to the point I feared for my own personal safety as well as the safety of my colleague and his ex-partner.

Due to the previous steps being unsuccessful we had no option but to move to step 5.

Step 5: Action phase. Due to continued resistance we had to physically restrain the male to prevent him causing harm to myself, my colleague, his ex-partner or other members of the public as a result of his aggressive behaviour or through drink driving.

Myself and my colleague decided to use physical restraint rather than appointments such as a baton or PAVA as we needed to ensure we used the least amount of force possible. Any action taken must be assessed using JPLANE.

JPLANE stands for:

- Justified
- Proportionate
- Legal
- Necessary
- Ethical

For any police action the answer should be yes to the above. In this case I was confident in the restraint being JPLANE.

We continued communicating with the male during the restraint and we were prepared to lessen the restraint as soon as the male became compliant. I placed handcuffs on the male and escorted him to the police vehicle where he was detained until I could get more information about what had happened. My colleague stayed with him, and I returned to the address to speak to the reporting person, take a statement if possible but mainly to ensure she was safe, well and provided with support.

While speaking to the victim it was clear she was also intoxicated and therefore, not fit to provide a statement at this time, but she advised he had assaulted her and would like to make a statement

when she was sober enough to do so. I advised officers would return later or the next day to see if she would like to provide a statement.

I asked if there was anyone that could come and be with her and she asked if I could call her daughter. She said she wanted me to tell her what had happened as she felt to upset.

I called her daughter and asked if she could come and be with her mother and explained briefly what had happened. She advised she would be there in a few minutes as she only lived around the corner.

I waited with the victim until her daughter arrived, so I knew she was safe and comfortable. I provided the victim with domestic abuse support information. I advised a PPN would be submitted, however the victim was intoxicated so was not able to consent and provide answers to the DASH questions so I advised officers would also return to do this later.

While speaking to the victim. I utilised the LEAPS communication model. This model is simple yet effective.

LEAPS stands for:

- Listening
- Empathy
- Ask
- Paraphrase
- Summaries

Listening. Although this may sound straight forward, listening is a skill and it is vital to listen to the whole message and all of the feelings without interrupting. This is particularly important while working with victims as discussing the offence can be very traumatic. It is very important that victims

feel listened to and taken seriously. In the 2021 Victim's Commissioner's Annual Victims Experience Survey, some respondents said the police 'did not take their complaints seriously' in relation to domestic abuse reports. Effective listening and utilising the rest of the LEAP model could go a long way in preventing victims feeling this way. (The Victims' Commissioner for England and Wales, Dame Vera Baird QC, 2021).

Listening is also key when speaking to the suspect. Everyone is innocent until proven guilty and as a Police Officer, I am an impartial investigator, therefore, I must listen effectively to what both parties are saying or in some cases, not saying.

Empathy. It is vital to be open-minded about what is said, show understanding and not judgement.

Ask. This refers to checking understanding and using effective questioning to establish or clarify facts. It is imperative that victims and suspects feel and are fully understood.

Paraphrase. This is a vital element of active listening. It ensures your understanding is correct and gives the person a chance to correct you if you've misunderstood. In this case the victim was understandably upset and shaken as well as under the influence of alcohol. It was therefore difficult to fully understand what was being said at times. After completing the previous stages of this model, it was helpful to paraphrase back to the victim what my understanding was of the conversation.

Summarise. This stage is a chance to condense everything that has been said into a concise statement and to check on any agreed actions. When summarising with a victim it offers reassurance that you have not only listened and understood what they've told you, but it also avoids any misunderstanding as to what is going to happen next as this can be clearly outlined in the summary. When working with suspects, this can be used to manage conflict and prevent an escalation of behaviour. It not only prevents any confusion that can lead to aggression it also allows the officer to end an interaction professionally (College of Policing, 2020).

After the victim had been safeguarded it was time to return to the suspect. He was then placed under arrest on suspicion of Domestic related Common Assault. I cautioned the male and again used the LEAP model to ensure he understood the caution.

I conveyed the male to custody where I booked him in. Upon arrival at custody, communication is key, both with the custody sergeant as they are the officers who decide if the persons detention should be granted. It is vital they know the full circumstances surrounding the incident so they're able to make a decision and also with the suspect as this can be the time, they fully understand their liberty has been taken away and they are going to be placed in a cell. This can often be an emotion provoking moment for them which can result in a display of aggressive behaviour, often directed at the person they deem responsible for taking their liberty away, me.

Throughout the custody process it is vital to remain calm and ensure everything is explained to the suspect to avoid any unnecessary stress. I believe one of the key components to communicating effectively in order to minimise conflict is my own attitude and behaviour and understanding it can dramatically affect the suspects attitude and behaviour. Despite the role being demanding and times stressful, it is important to remember, if I remain calm, professional and treat the suspect with respect, I hope in turn their behaviour will be the same. This is shown in Betaris Box Theory which states; "my attitude affects my behaviour, my behaviour affects your attitude, your attitude affects your behaviour". (College of Policing, 2020)

Word count 1,918

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 **investigated** and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

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

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 am going to critically explore an incident that I investigated while working as a Police Officer on response. I will examine how I dealt with competing issues such as legislation, social, cultural and language barriers, paying particular attention to the Victim's Code of Practice and how this was used to support the victim through the process. I will reflect on the application of core principles, ethics, equality, diversity, and human rights whilst dealing with this incident.

I will begin by outlining the Victims Code of Practice, which applies to all criminal justice agencies, including the police and came into effect initially in 2006 and go on to analysis a specific investigation I was involved in. The Victims Code of Practice sets out a strict code for the manner in which victims should be treated by the various agencies within the criminal justice system. It not only informs the agencies what should be done but also the time frame in which it should be done in. (Victim Support, 2021). Its revision in 2021 introduced 12 rights that a victim of an offence is entitled to:

1. To be able to understand and to be understood

2. To have the details of the crime recorded without unjustified delay
3. To be provided with information when reporting the crime
4. To be referred to services that support victims and have services and support tailored to your needs
5. To be provided with information about compensation
6. To be provided with information about the investigation and prosecution
7. To make a Victim Personal Statement
8. To be given information about the trial, trial process and your role as a witness
9. To be given information about the outcome of the case and any appeals
10. To be paid expenses and have property returned
11. To be given information about the offender following a conviction
12. To make a complaint about your Rights not being met

I will go on to discuss the incident in which I supported the victim and describe how I utilised the Victims Code of Practice. Some of the incident details will be omitted and I will not refer to the victim by name in order to comply with data protection regulations.

I was working a nightshift when a call came in from a concerned neighbour reporting, she could hear a lot of shouting coming from her next-door neighbours address and that she was concerned about them.

I attended with my colleague. Upon arrival, all appeared quiet, we knocked the door, and a female answered the door, however, there was a chain preventing the door from opening fully. Through the gap I could see a visibly upset and frightened female with what appeared to be blood on her face.

The female let myself and my colleague in. I immediately asked if there was anyone else in the property to assess for any potential threats. She stated there wasn't and that her partner had left a few minutes before we arrived in his car.

I asked what had happened and she said her partner had assaulted her. I spoke to the victim and assessed her injuries. She had some bruises on her arms and a cut on her lip which was the source of the blood on her face.

I was very much aware of the need to safeguard the victim as well as apprehending the perpetrator. I made a call on the radio to give out a description of the male and the car he was in for further units to assist in apprehending him while I stayed with the victim.

My body worn camera was activated as soon as I arrived at the property as per the College of Policing guidance regulations (College of Policing, 2015). Having my body worn video activated also meant I was compliant with right 2 of the Victims Code of Practice as it states "To have the details of the crime recorded without unjustified delay" and although this is referring to the recording of a crime, having the victims first account on body worn means we can proceed with accuracy as we have the details of the offence recorded straight away rather than waiting for a statement to be obtained which can very often be delayed for various reasons such as the victim not being fit to provide an immediate statement.

My priority was to get the victim to a place of safety as the address she was currently in belonged to her partner. I did not assess the current address as being safe as the perpetrator could return at any time. I also didn't want her to be alone which she would have been had we taken her back to her own address. The perpetrator also knew where she lived so she could be at further risk there. The victim advised she had a friend who lived 10 minutes away who she could go and be with. She said she wanted to provide a statement, but I could see she was very scared and appeared to be struggling to take information on board. I was concerned she wasn't fully understanding what I was saying so I asked if we could take the statement when she got to the place of safety so we could sit

down and talk through everything properly so I could be sure she fully understood what providing a statement would entail, this is inline with right 1 of the victim's code of Practice and she agreed.

We arrived at her friends address who was clearly very supportive. She allowed us access to the living room where we could sit down and discuss everything properly. I discussed referrals to support services in line with right 4 of the Victim's Code of Practice. I offered to take her to a women's refuge, she declined this service but was interested in a referral to women's aid and live fear free so I advised I would submit the relevant referrals immediately.

I explained she would be offered a victim's enhanced service which means she would be updated on any significant developments within 1 working day. I also explained what would happen when she provided a statement and discussed the support available through the court process in line with right 6 of the Victim's Code of Practice.

I took a statement from the victim in the comfort of her friends living room when she was fit to do so. I explained what a Victim Personal Statement was in line with right 7 of the Victims Code of Practice and gave her the chance to provide one at that time or explained that this was something she could do later. She decided she did want to provide one but not at the time as she was tired and wanted to get some rest.

I left the victim in the care of her friend when I felt it was appropriate to do so and returned to the station to write up a detailed account of what had happened including adding the victim codes on NICHE to ensure if someone else took over as Officer in Case, they would be aware of the enhanced service and could continue to update the victim accordingly. I uploaded my body worn video and photographs of the victims' injuries.

I started the investigation and went back to the address to complete house to house enquiries, looked for any CCTV or doorbell footage that could be useful as the incident had reportedly started outside of the property. I identified witness' and took statements from them. I explained the process of being a witness and what they're entitled to as set out in the Witness Charter (Ministry of Justice, 2013).

While the investigation was ongoing, I made sure the victim was updated throughout. I asked the victim how often they would like to be updated, as although they were eligible for an enhanced service, I was mindful that she may not have wanted such regular updates. I gave her the option of being updated less frequently or on certain days and to check what method of communication she would like to be used for updates. I was conscious to ensure I respected the victim's right to a private and family life as outlined in Article 8 of the (Human Rights Act 1998).

Throughout my interaction with the victim and witness' I ensured I complied with the 9 Policing Principles and The Standards of Professional Behaviours as outlined in the Code of Ethics. (College of Policing, 2014).

It is vital that the Standards of Professional Behaviour as outlined in the Code of Ethics are always adhered to, but I feel the following are especially important while working with victims of crime:

- Honesty and Integrity

This is essential while working with victims, not only to gain public confidence but also to manage victim's expectations. I ensured I made the whole process very clear to the victim of this incident as the process from statement to court room can be traumatic. Honesty around what this involves is essential, so the victim is aware what's to come to avoid any unnecessary distress.

- Respect and Courtesy

It is vital to treat victims with respect and courtesy and to be mindful that you as a Police Officer are entering their family home at potentially one of the most traumatic times of their lives. As a Police Officer it could well be one of many calls you've attended that day, but it is important to recognise, for that victim, that this is possibly a major life event and could even be the first ever time they've called the police.

The incident I have discussed in this essay was initially reported by a neighbour, however, the victim stated she felt very supported by the police to report, not only this incident but the years of abuse she had suffered at the hands of her partner that had gone unreported. I feel that myself and

my colleague acted in a way which aligned with the Victims Code of Practice and the Code of Ethics throughout our initial contact and investigation, and this allowed the victim to feel comforted by our support and empathy shown, trusting of our honesty and empowered by our positive action.

. **Word Count: 1715**

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part 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 how this impacted upon your decision making and use of discretion within the **investigation**.

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 am going to discuss a police investigation in which I played a significant role in investigating. I will critically assess my role and reflect upon my use of the National Decision-Making Model and the Code of Ethics to review how this impacted upon my decisions and use of discretion. I will go on to review my responsibilities regarding the Criminal Procedures and Investigations Act (CPIA) whilst conducting this investigation.

The National Decision-Making Model (NDM) was introduced as a model to be used for all decisions made within the police force. It is also used to structure a rationale of actions during an incident and to review decisions and actions to promote learning.

The NDM consists of six key elements. These are as follows:

1. Code of Ethics. This sits in the middle of the NDM as this is the element that binds the model together
2. Gather information and intelligence

3. Assess threat and risk and develop a working strategy
4. Consider powers and policy
5. Identify options and contingencies
6. Take action and review what happened

The code of ethics is the glue that binds this model together, but also arguably the most important element when it comes to decision making. The college of policing recognises that in fast moving incidents, it might not always be possible to segregate thinking or actions according to each phase of the model. In such cases, the priority of the decision maker is to act with integrity which is in line with the code of ethics. (College Of Policing, 2013).

The Code of Ethics sets out nine Policing Principles and ten Standards of Professional Behaviour that should be always adhered to within the police service.

The nine Policing Principles are as follows:

1. Accountability - you are answerable for your decisions, actions, and omissions
2. Fairness - you treat people fairly
3. Honesty - you are truthful and trustworthy
4. Integrity - you always do the right thing
5. Leadership - you lead by good example
6. Objectivity - you make choices on evidence and your best professional judgement
7. Openness - you are open and transparent in your actions and decisions
8. Respect - you treat everyone with respect
9. Selflessness - you act in the public interest

The ten Standards of Professional Behaviour are as follows:

1. Honesty and integrity - I will be honest and act with integrity at all times and will not compromise or abuse my position

2. Authority, respect, and courtesy - I will act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy. I will use my powers and authority lawfully and proportionately and will respect the rights of all individuals
3. Equality and diversity - I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly
4. Use of force - I will only use force as part of my role and responsibilities, and only to the extent that it is necessary, proportionate, and reasonable in all the circumstances
5. Orders and instructions - I will, as a police officer, give and carry out lawful orders only, and will abide by Police Regulations
6. Duties and responsibilities - I will be diligent in the exercise of my duties and responsibilities
7. Confidentiality - I will treat information with respect, and access or disclose it only in the proper course of my duties
8. Fitness for work - I will ensure, when on duty or at work, that I am fit to carry out my responsibilities
9. Conduct - I will behave in a manner, whether on or off duty, which does not bring discredit on the police service or undermine public confidence in policing
10. Challenging and reporting improper behaviour - I will report, challenge, or take action against the conduct of colleagues which has fallen below the standards of professional behaviour

Now focusing on the NDM and Code of Ethics in relation to a policing incident, I will consider how they acted as a guide throughout the investigation and supported me to make safe and effective decisions for myself, my colleagues, and the public.

The incident I will be referring to started after receiving a call that informed us a male had been stabbed. To comply with data protection, I will be referring to the victim as such rather than by their name.

1. Gather information and intelligence

Upon receiving the call, I had to gather as much information and intelligence as possible in order to understand what had happened so I could safely proceed through the rest of the model. I asked the Police Service Centre for more information as they were still on the phone to the reporting person. They advised that a middle aged male had been stabbed and the perpetrator had fled the scene , but was believed to be in possession of the knife when he fled. The victim was believed to be lying on the floor outside of his property and requiring urgent medical assistance. An ambulance had already been called.

The Police Service Centre advised the reporting person was his wife and that she was with the victim as well as several family members. It was reported that large crowds were gathering in and around the street in which the stabbing took place.

2. Assess threat and risk and develop a working strategy

I considered and assessed the threats and risks as follows:

- The risk to the victim's life
- The risk to the lives of others due to the subject being outstanding
- The knife, which was believed, but not confirmed to be in the possession of the perpetrator, whose location was unknown
- Potential risk to others health due to the first aid requirement and risk of blood borne diseases
- Large crowds at the scene, threat of scene contamination, risk of the subject being concealed in the crowd, risk of back up being unable to get past the crowds as well as the potential for public order situations to break out

I had to think about what I wanted to achieve. I decided my main goal was to preserve life, therefore, giving first aid to the victim was to be my number one priority. I also needed to ensure there weren't any further victims. My next priority would be 'Golden Hour' enquiries. The Golden

Hour, despite the name does not just apply to an hour after the offence. It refers to the period immediately after the offence when evidential material is most likely to be readily available. Several considerations should be made during this time around victims, scenes, suspects, witnesses, logging the details, physical evidence, intelligence, preventing contamination as well as considering lines of responsibility (College of Policing, 2013).

Two of my colleagues arrived at the scene first and immediately started first aid. They called over the radio to advise a defibrillator was required. I was aware that there was one at the end of the street that we would be passing on the way to the scene so I advised I would collect this enroute. As I arrived at the address, I decided to park the police van at one end of the street to block off the road in order to control the scene.

I ensured I utilised Personal Protective Equipment (PPE) before getting out of the van to protect myself from potential hazards as well as to help preserve the scene. I then immediately went over to help my colleagues carry out first aid. An ambulance arrived just a few moments later. I shouted for the public to move back to allow the ambulance in safely. The ambulance then took over the first aid with the victim which allowed me and my colleagues to think about scene management and evidence gathering.

Further units arrived quickly including firearms, CID and CSI so I made sure to communicate all of the updates and our movements over the air so they were fully aware what was happening at the scene so they could utilise the NDM themselves.

I liaised with CID regarding the placement of the cordon, explaining I had blocked off the road at the top. They agreed to place the cordon where I had placed the van as it was unclear where the original scene was. It was suspected that the victim had been stabbed away from his address and staggered towards his home where he collapsed outside.

I started a scene log and began gathering the details of people out on the street and asking if they witnessed anything. I managed to obtain a full description of the suspect as well as their name, address and contact details as the suspect was believed to be a neighbour who many people in the

street knew. I obtained a direction of travel and details of vehicles he had access to. I passed these details over the air to other units.

3. Consider powers and policy

For this section of the model, I considered what police powers might be required. I was aware that the suspect was outstanding so the power of arrest would be required should I have located them. I was also prepared to stop and search individuals who were believed to have been carrying weapons under Section 1 of PACE as the weapon was still outstanding (legislation.gov.uk, 1984).

4. Identify options and contingencies

This stage was vital in assessing the options available to me and provided a rationale for the decisions I made. I had to consider the immediacy of the threats I assessed in stage two. I also considered the amount of time I had to deal with the threats. In this case, time was critical and our actions had to be carried out immediately. Throughout this stage I ensured every decision I made, aligned with the code of ethics.

5. Take action and review what happened

The actions taken are outlined above. My team and I then reviewed the incident together. We felt the actions we took were positive and we were provided with positive feedback from our sergeant and inspector.

I was involved in the Golden Hour enquiries of this investigation. Every action I took was recorded on the occurrence as per provisions set out under Criminal Procedure and Investigations Act 1996 (CPIA). It was then handed over to CID to continue the investigation. Officers in charge of continuing the investigations would also have had responsibilities regarding the provision of CPIA. The CPIA sets out; "the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation, and related matters" (Ministry Of Justice, 2020).

Word count: 1782

Task 5

Independent Patrol Staus confirmation – equivalent to 1,500

This compilation 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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

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

Signed: Rebecca Joyce

Date: ...03/07/2023..