



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

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 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, the core issues that form this discussion are stress and resilience; these will be defined at the beginning. Stress management will be looked at from a policing angle. Throughout this essay, I will be discussing and comparing the coping strategies I have used to develop resilience and reduce stress. By using effective coping mechanisms, it helped me overcome challenges, and thrive in my personal and professional life.

Hans Selye is known for his groundbreaking work on stress theory. He is often referred to as the “father of stress research” (Robinson, 2018). His research laid the foundation for an understanding of how stress affects the body. He believes that the feeling of stress can be unique to an individual and can have both positive and negative effects on people (Selye, 1976).

Selye’s definition states, “Stress is the nonspecific response of the body to any demand” (Selye, 1976). This definition highlights how stress can be harmful when people become overwhelmed, but it can also function as a motivating force that allows individuals to cope with challenges more effectively. Police officers will experience high-pressure environments regularly, which trigger stress. In simple terms, stress is a natural physiological response to a challenging or threatening situation (Selye, 1976). Challenging situations are a daily occurrence for officers. By developing my coping strategies, it has helped me in a work setting.

Stress is a topic that is widely discussed; Pindar (2023) used the Workplace Health Report to explore the stress experienced by their employees. It showed that 76% of employees reported moderate to high levels of stress in the workplace (Pindar, 2023). In the same survey, 56% of employees agreed that a perfect amount of stress enables them to thrive (Pindar, 2023). These findings support Selye’s theory and show that employees can experience elevated levels of stress in the workplace, but the right amount of stress can help people succeed.

Resilience has been explained as “a process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress” (Fedar & Horn, 2018). The emotional and physical demands of this position require each person to build up a certain amount of resilience, allowing for recovery from setbacks. Resilience factors are attributes people develop to adapt or thrive when faced with stressful circumstances (Fedar & Horn, 2018). A key resilience factor I developed throughout my working career was believing in my own ability to overcome challenges. This has helped with my growth as a PC and allowed me to navigate unexpected challenges.

Bortons Reflective Model (1970) is an example of an excellent tool that allows for continuous reflection on your own performance and enables you to identify strategies to help progression. The model is a simple framework for structuring reflection on experiences. Bortons reflective model consists of three key questions: “What?” In this case, the topics of discussion are stress and resilience, which have been defined. Secondly, “So what?” This stage allowed me to explore the coping strategies I developed to overcome stress and finally, “Now what?” This part of the model considers how effective the strategies are and how effective they will be for me in the future.

During my training, I knew my stress levels would be elevated as I was returning to an educational environment, so it was important to develop coping strategies. The first strategy I deemed important was my approach to a rigged sleep pattern. The World Health Organisation (WHO, 2004) emphasises the significance of maintaining a consistent and adequate sleep routine for overall health. I tried to maintain a sleeping pattern that was consistent across the week to ensure that each working day I had the capacity to learn and study. Buysee (2014) suggests that the components of healthy sleep include sleep quality, sleep timing, and sleep regularity. My sleeping routine included 8 hours of sleep a day and sleeping before 11 p.m. I incorporated this sleeping routine religiously, which resulted in me feeling rested and more focused the next day. Research states that “inadequate rest impairs the ability to think, to handle stress, and to maintain a healthy immune system” (WHO, 2004). I noticed on the days my sleeping routine was not followed, I struggled to concentrate in lessons, and my body and mind felt mentally and physically exhausted.

The second strategy I used to tackle stress and build resilience was spending time with friends and family. Coleman and Iso-Ahola (1993) emphasise the importance of having a solid support network, as it acts as a relief from stress. Spending time with friends allowed me to switch off and escape the workload temporarily; this provided instant stress relief. Surrounding myself with people who empower me and make me feel energised is crucial to reducing my stress levels (Coleman and Iso-Ahola, 1993). During the training, I found my mental health declining due to the intense workloads and extremely crammed timetables. However, building relationships with likeminded colleagues provided me with support and enabled me to stay on track (Menzies and Baron, 2013).

Following Bortons reflective model (1970) and looking at the “Now what” stage. I can see how important it is to identify coping strategies during stressful periods. They have

continued to help me focus, manage my workloads, and reduce my stress levels. Having a support system around me allowed me to identify that I was going through a period of stress, but it also provided me with emotional support and encouragement when I needed it. Surrounding myself with friends and family is not always an option with the long shifts I work. Ideally, I would have more time to see them every week, but that is not always the case.

I attempt to maintain a healthy sleeping routine when I can, which allows me to wake up feeling fresh and focused. However, I have found the shift pattern as a PC can be difficult when balancing life and work, which can often affect my sleep pattern due to the shifts I work. I try to make sure I keep my stress levels low, which is achieved when I use my coping strategies. I am required to perform at the best of my ability as a PC, so reducing the amount of stress I have in my normal life with the tools I have developed is crucial. For this reason, I still use my sleeping routine where I can, and I am prioritising spending time with friends and family, as I have identified this as the most effective strategy that relieves stress and allows me to completely switch off.

Word Count:1092

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:

Policing by nature is very unpredictable, and officers must always be prepared for unavoidable conflict with members of the public. When approaching conflict, there are policies and procedures that must be followed and explored before making decisions. I will discuss an incident that happened during my first few months as a response officer. I will describe the incident as briefly as possible while discussing what legislation was used during this incident. I will discuss the "Beatris Box" model alongside Gibbs Reflective Cycle (Gibbs, 1988) and I will reflect on my own actions in this incident and identify what went well, what lessons I learned, and what areas could be developed for future incidents.

Police officers often encounter challenging and high-pressure situations that require effective communication to de-escalate conflict and ensure the safety of all individuals. Effective communication skills help officers manage confrontation, diffuse tensions, and prevent the escalation of volatile situations (Lau et al., 2004). The incident I will be discussing explores the effective communication skills that I used to manage conflict in this situation.

The call that came in was initially a disturbance in relation to a male outside a nightclub. This was a call reported in by a taxi rank supervisor. The first report was of a male shouting at staff members and being aggressive. Minutes later, the control room updated us. The updated report stated that bouncers had escorted the male out after an incident that happened inside, whereby a female reported the male was being aggressive to her, and the male said he had a knife on him. The reports also stated the male made threats to door staff and members of the public, and during this, in his anger, he threw something at

the window, which has caused damage to it. Officers who were working the after-dark shift in the town centre had made their way to the male in question.

Upon arrival, I spoke with officers who stated the male had been aggressive when they approached to speak with him; they had already cuffed the male to the rear and detained him, given the nature of the alleged offences that had been reported. While officers were taking first accounts from witnesses, I took the lead in communicating with the male. I will discuss the effective communication styles I adopted later in the essay.

The legislative context for this incident was clear after speaking with all parties and gathering all the relevant details. Multiple witnesses reported the male throwing an object directly at the window after exiting the venue. For a criminal damage offence to happen, “a person must destroy or damage property belonging to another”, and this can “either be through intentional actions or the person can be reckless as to whether their actions would cause damage or destroy the property”. The CCTV captured the male throwing something directly at the window, and there were witnesses at the nightclub who had seen him do it. I photographed the scene to capture the level of damage.

The male had also made threats to staff and members of the public. He had made threats to people, saying, “I’m going to stab you up.” He said this to the owner of the club and members of the public. For a S.4 public order offence to have taken place, “the person must believe that immediate unlawful violence will be used against them or, if provoked, they will carry out the actions they have stated”. The manager of the establishment stated that he was fearful that the male was going to turn violent. The male was arrested for Criminal Damage (*Criminal Damages Act, 1971, s.1*) and for a Public Order offence (Public Order Act, 1986, s.4).

When dealing with individuals involved in any policing incidents, guidelines and policies should always be considered. Some situations, such as conflict, may require the use of force; all options must be considered, and the person being dealt with at the time must be treated in line with these. The person may have multiple factors that make them vulnerable. To name a few: The person may have suicidal thoughts; they may have consumed alcohol or drugs, which could be affecting their decision-making process; they could have a disability or learning difficulties. In any of these circumstances, it is critical to assess the added risks.

The male in the incident had been drinking alcohol, and he was intoxicated, but he was able to communicate with officers. People who drink alcohol tend to take more risks and find their decision-making impaired after the consumption of alcohol. Murdoch & Ross (2009) explored alcohol-related violence and identified that “alcohol is associated with violent crime” and “Heavy drinking and a verbal argument usually precede the violent act.” This highlights the significance of officers being aware of other factors that could be impacting the individual. In this case, alcohol was impacting the male’s decision-making, and he might not have made the same decisions sober.

The male in the incident did not present any cultural, ethical, or language issues.

Critical reflection of the incident

Using Gibbs reflective cycle (1998) to reflect on this incident, I will discuss each of the six stages outlined in his reflection model while discussing the most effective communication skills I used in this incident:

Description of the incident, what I was thinking and **Feeling**, **Evaluation** of the incident, good and bad, making sense of the situation with an **Analysis**, **Conclusion** about what else I could have done, and finally, considering an **Action Plan** for future incidents. When I arrived to speak with the male, my colleagues said he had been rude and aggressive to them in the first instance, but I went into the incident with no preconceptions. First impressions are important when you first meet someone, as it sets the tone for the entire conversation. I had discussed with my colleagues that I would be the officer who leads the conversation with the male while they gather further details.

I started with tactical communication techniques to prevent and manage the conflict without using physical force. I used active listening and rapport-building. I introduced myself and allowed him to speak, as he seemed eager to talk. Before I asked any questions, the male was already speaking; he told me exactly how much he had been drinking, why he was initially standoffish with the officers who detained him, and he told me he was taking medication for his anxiety. Intelligence gathering and active listening are both vital and go hand in hand with each other. By giving him the time to speak, it provided me with important personal information that he may not have disclosed if asked the questions directly, allowing me to ask further questions. The benefits of doing this provided other officers with the opportunity to speak with witnesses, and it prevented the male from creating any further issues.

I used non-verbal cues to demonstrate I was listening; I maintained eye contact with him and used a calm yet assertive tone of voice to show I was willing to listen. However, on one occasion, I asked him who he was with in the club, and he raised his voice and shouted in my face, "Why the fuck would I tell you?" He then continued to be very hostile towards me. I worked through a scale where I spoke in a calm demeanour and explained to the male that the reason for asking the question was so we could identify them and speak with them about the incident. I avoided shouting to show I was in control of the situation. I had to raise my voice to get his attention, but the male did apologise and continued to speak with me calmly.

He remained calm as we continued to talk. I asked him to sit in the back of the police van, which he complied with. The full circumstances were relayed to me, and it was established that offences had been committed. I explained what the next steps were going to be. However, when I informed the male that he was under arrest, the male's tone of voice

changed and became louder, and his actions became volatile and explosive. I had to raise my voice because he was talking over me and shouting abusive words at me. I attempted to work through the de-escalation process with him, but the male had worked himself up to the point where he started making threats.

I took a different approach, as he was screaming at me continuously. He was in the back in handcuffs, which meant the threat level was low. I used silence as a tool; pauses in conversation can be effective (Creo, 2022). I stopped speaking while he continued to shout verbal abuse at me. A few minutes passed and his tone of voice started to change, and he asked me a direct question, he said "What custody am I going to miss?" I replied in a calm tone which was received well. In this instance, the pause was effective.

On the way to custody, he continued to have aggressive outbursts. He was banging his head on the back of the van and screaming. I had seen how unpredictable his actions were, so I made the decision to request further units to assist in custody, and I sat in the back to observe him. My tone of voice was firm to try and gain compliance from him; my priority was his safety. I watched for any concerning non-verbal indicators, such as facial expressions. When he entered custody, he was compliant, but due to his outbursts, it was important to explore options and change the way I communicated based on his behaviour.

The "Betari Box" model illustrates a person's feelings influencing their thoughts, which in turn affects their behaviour, and then their behaviour reinforces their feelings (Revolution Learning and Development, 2021). If I had spoken to the male in an aggressive manner, he could have responded in the same way, which could have had a profound effect on the incident.

This model in theory suggests that by approaching somebody calmly, the person in the incident should match this with the same energy. When I approached the male in this incident, his natural response when I was calm was often to react the same. However, in conflict situations, this might not always be the case, especially when applied to a policing context. It fails to explore other factors that can influence the situation, such as alcohol and drugs, and in this incident, it was clear alcohol was playing a role in the males decision-making process, which made the male unpredictable.

In relation to my 'feelings,' I felt composed; this was due to the initial rapport I had built with him and the colleagues I had around me. Even though the male's behaviour was unpredictable, I was able to de-escalate the situation using a range of different techniques, which gave me a bout of confidence when the male did become agitated and lose his temper. Sometimes, regardless of rapport building and active listening, people may still be reluctant to listen and become violent, so it was important for me to always think about a contingency plan. In this incident, having other units to assist was necessary, given his unpredictable behaviour.

For the 'Evaluation' stage of Gibbs reflective cycle, the building of rapport was fundamental to keeping the situation calm. Upon reflection, I should have considered sitting in the back of the van with the male straight away to avoid him getting angry and losing his temper. This is a consideration I will adopt for the future. Approaching the male with a calm and assertive demeanour showed the male I was going to be impartial throughout the incident. The male was conveyed to custody in the best way he could have been. I made appropriate adjustments that I thought were necessary during this incident.

Regarding the 'Analysis' stage, after an incident, me and my tutor always debrief on the incident. He agreed I played a significant role and used effective communication when speaking with the male. We both highlighted that communication was massively important in this incident. Listening to him and showing interest ensured the male felt comfortable enough to speak with me. If I had not spent the initial time building the rapport, further issues might have arisen. We discussed the various communication styles used, which allowed the incident to be resolved in the best way possible.

In conclusion, the incident I attended taught me to be adaptable with my communication style in any situation. I was satisfied with how the incident went, considering this was the first incident where I engaged in conflict. I did not go into the incident with any presumptions, regardless of being told how the male had presented previously. The communication skills I used were strategic and tactical. Going into this incident has changed my ideology on conflict. I had the presumption that going to a call surrounding conflict would mean using force; however, this incident was a perfect example that showed me that de-escalation tools can be used with adaptable communication styles in conflict situations.

Word Count: 2191

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 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 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 any policing incident, the victim should always be treated fairly and supported through any investigation. It was reported that victims often felt marginalised and excluded from the legal process, with limited access to information about the case (Moffett, 2017). The Victims Code of Practice was introduced to address the needs and rights of victims of crime; it came into effect in 2006 (Ministry of Justice, 2013). The victim's code was revised in 2021, and twelve additional enhanced rights were added (Ministry of Justice, 2020). We have a duty as officers to provide the best service to our victims. I will be discussing an incident I attended, and I will explore the considerations I have taken when supporting the victim during the investigation. A critical reflection on my own performance will be discussed while considering the core principles of policing.

A call came in from a female in the early hours of the morning, reporting her ex-partner had turned up at her house intoxicated. The female stated he was shouting and banging the windows outside, asking to see the children. She was concerned for him, as he had never turned up at her house unannounced before. The female let the male into the property. The male asked to see his daughter, which resulted in the male removing the child from the property without her consent. The female called the police when the male ran off with the child to his house across the road.

Officers arrived and entered the male's property to retrieve the child. When officers entered the property, the male was hidden in a cupboard. Officers opened the cupboard, and he

became immediately aggressive; he launched himself onto officers. He made all efforts to restrain officers and actively made efforts to assault and cause injury.

Before discussing my involvement with the victim, the legislative context will be discussed. There are two parts to the incident that took place: kidnapping and assaulting police.

The first allegation was for kidnapping. This falls under common-law offences. This is the offence of “taking or carrying away of one person by another,” whereby someone “without the consent of the person is taken or carried away, and without lawful excuse.” In this case, the victim who was taken was a child. The offence is complete if the victim was carried away by another person without their consent, as the male did in this case. If CPS makes the decision to prosecute for kidnapping, it will fall under Section 1 of the Child Abduction Act, as the offence was committed against a child below the age of 16 by her father (Child Abduction Act, 1984).

The second offence that has been committed is assault on a police officer. This is the offence “for any person to assault or resist a police officer” when the officer is “in the lawful execution of his duty.” In this case, the male has assaulted three officers on separate occasions: when they initially located him, when officers have gone to handcuff him, and when he was being transported to custody. His actions were intentional, resulting in an assault taking place on officers. (Police Act 1996, s. 89).

Assaults on police officers are more common than people may think. The College of Policing carried out a survey in 2020. Topics explored were “feelings of safety” and “experiences of being assaulted on duty.” 67% of officers felt that it was ‘fairly or ‘very likely’ that they would be assaulted on duty. The answers that followed from officer’s experiences on duty were alarming. 88% of officers reported they had been assaulted at some point during their service, with 35% of officers stating they had been threatened with assault ‘daily or ‘weekly’ (College of Policing, 2020).

When officers attend incidents, our priority is preserving life, which can result in officers being assaulted when attempting to resolve situations. In March 2021, the Home Office recorded 25,734 assaults on police, compared to 15,513 in 2016. The Home Office said, “It is known that the data is likely to be an underestimate of the total number of assaults, as many officers view assaults as part of the job and do not bother to raise a crime record” (Home Office, 2021). It seems apparent that police officers are exposed to challenging situations that can result in assaults, but officers should never have to accept it as ‘part of the job.’ If assaulted on duty, officers should acknowledge they are victims themselves.

I arrived at the incident, spoke with the victim, and established if she wanted to provide a statement. I introduced myself and explained what the next steps were to make her feel comfortable; she seemed quite distressed about the whole incident. I explained all her options to ensure she was well informed before making any decisions, and she expressed wanting to make a statement of complaint. The victim was a Welsh female; English was her

first language, so there were no barriers to speaking with her. I avoided police jargon and abbreviations so she could understand me.

The child involved in the incident was six years old. I was clear with the female that specialised officers would have to make an initial assessment in relation to an ABE interview. ABE stands for "achieving best evidence," even though this is not set out in the victim's code. In these circumstances, any victim in a case under the age of eighteen should be considered for an ABE, as is its best practice. This information was relayed to her, so she had a better understanding of the process.

I started to take her statement, and when I was asking questions to clarify details, the victim expressed that she was still in shock. I reassured her that it was okay to feel this way and told her it was normal to feel like this. She became very emotional; I gave her space when she needed it. We moved on to her relationship with the male. She disclosed she had been a victim of domestic abuse in this relationship, and she stated she felt stupid for letting him in. She said they have an amicable relationship now that the intimate relationship has ended.

I explored the relationship. They had two children together, but the female was the primary parent, and the children lived with her. She stated social services had been involved before, but the arrangement they had was supervised contact at her address.

At this point in the discussion, safeguarding had become the main concern. Victims have the right to support and services. I advised her a Public Protection Notice (PPN) would be submitted due to the nature of the incident. I explained that the purpose of submitting a PPN was for other partner agencies outside the police force, such as social services, to be informed of the circumstances, and it allows other agencies to provide support where they deem it necessary.

The female became upset; she expressed that she did not want social services involved. I reassured the female that the PPN is there to assist with support. I advised her social services could be in contact after the PPN was submitted, but this would be to discuss the circumstances and provide any additional support she needs. I was transparent with her in terms of the recommendations I was making. The recommendation I made was to dedicate visitation days for the father with social services involved to avoid any further incidents.

After I took the initial statement, I asked questions in relation to the victim attending court and explained special measures. I explained that victims can apply for 'special measures' when giving evidence in court. I explained that these measures were designed to ensure witnesses can participate effectively in the legal process and that they feel comfortable. These measures were introduced under the Youth Justice and Criminal Evidence Act (1999).

The victim wasn't familiar, so I explained a few. I discussed the screens that can be used to shield the witness from the defendant and the public gallery. I informed her that evidence

can be given over a video link. She expressed that if her daughter had to go to court, she wanted this to be considered, but not for herself.

After the statement was taken, it was explained that she had the right to make a Victim Personal Statement (VPS), which enables the victims to say how the crime has affected them. I explained she could make one in the initial instance and if the case goes to court. I explained how impactful a VPS can be in a court setting when determining the sentence for the defendant. The female made the decision to provide a VPS.

The day after, I informed the female that the male had been remanded into custody, which put her at ease. I explained who the officer in the case (OIC) was and ensured her they would contact her with updates about the investigation. In my experience, victims appreciate updates, and they engage well when officers take the time to inform them.

When considering the core principles of policing, these are reinforced by the nine 'policing principles' and the professional standards that fall under the 'Code of Ethics' (COP, 2014). When officers are making decisions at incidents, these core principles should be reflected in the actions we take. I will reflect on my own performance when considering the core values and principles of policing.

After the incident, I debriefed with my tutor. He commented on how supportive I came across when communicating with the victim and how confidently I explained the process. This was the first incident where the statement had taken over 5 hours; there were several offences to consider, which made it complex. Listening to the victim was crucial, so she was comfortable enough to speak. However, during the statement-taking, I initially felt pressure because of the complexity of the allegations. As I started to speak to the victim and break down the topics of discussion, my nerves began to fade.

When evaluating my own performance, it was important for me to act with 'honesty and integrity.' I did not promise the victim anything; I explained the court process; I discussed that special measures aren't always guaranteed; and I was transparent when I discussed other partner agencies. For this victim, it would be their first time in a court setting, and overpromising can make the victim question my honesty. Upon reflection, I would approach the PPN towards the end of the statement, as I have learned this can sometimes trigger emotions. This did not affect the statement, but it did, however, make the victim very emotional during the statement.

When attending this incident, I held myself accountable for my actions. I continuously evaluated my options using the National Decision Model, which underpins the core principles. When the victim was emotional, I made appropriate adjustments that I thought were necessary and gave her space.

To conclude, I am happy with the safeguarding actions I took and the support I offered. When I attend incidents in the future, I will continue to be aware of safeguarding concerns

and be transparent with victims when it comes to any referrals I make. When I am faced with similar situations, I will observe the person's emotional state to ensure I understand how they are feeling. This incident highlighted that, despite not being involved in the initial response, the victim was heavily dependent on me providing support, answering questions, and guiding her through the process.

Word count: 1917

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:

Decision and discretion are two qualities a police officer should have imbedded in the way they carry out their role. As an officer, we must be able to make decisions and justify our actions. When I attend an incident, the National Decision Model is one of the best tools I adopt to make decisions. This was developed by the College of Policing (COP, 2013). I will use the NDM alongside the Code of Ethics to critically analyse my own involvement in this incident, allowing me to reflect on my decision-making skills and discuss any discretion used in the incident. I will explore the responsibilities officers have during an investigation in relation to the 'Criminal Procedure and Investigation Act' (CPIA, 1996).

I attended an immediate response call to a disturbance on a public road involving a female who was shouting at people passing; she had been described as wearing a dressing gown and slippers. The reporting person was a member of the public who attempted to speak to the female. The female's behaviour was reported to be erratic and hostile, and she was in distress. The control room made us aware that the female was shouting at the public asking them to help her, and the reporting person was worried she might hurt someone or herself. At this point, I was considering all my potential options, including whether the female was going through a mental health episode and what policing powers I needed to consider to ensure the safety of the public and the female.

When I arrived at the incident, there was a large crowd of people watching the incident unfold. I could see a lady in a dressing gown. I approached her first to identify who she was. When asking her questions, she seemed confused and was reluctant to answer. I explained

why I was here and highlighted that people were concerned for her safety. The lady refused to listen and started walking towards the members of the public and shouting at them; she seemed erratic, and her behaviour was unpredictable. At this time, we were dealing with an unidentified female whose behaviour was unpredictable and unsettling to the public.

The legislative context of this incident is complex as it comes down to our perception of women. Two concerns we had when arriving were the female's actions resulting in harm to the public and the female's unexplainable behaviour. We looked at two relevant options: a breach of the peace or removing the female under the Mental Health Act 1983 and taking her to a place of safety.

A breach of the peace comes under common law. This was considered given the definition that 'harm is done or is likely to be done to a person' or 'whenever a person is in fear of being harmed through an assault, affray, riot, or other disturbances' (Public Order Act, 1986). When attending, the female was presenting erratically, and members of the public expressed that she was shouting at them and screaming in their faces. This was a consideration due to the initial threat to the public. When observing the female's demeanour, she was presenting like someone who was experiencing a mental health episode. She was slow answering questions and muddling her words up. The definition states, 'If a person appears to be suffering from a mental disorder' and needs 'immediate care or control', a constable 'may think it's necessary to remove the person to a place of safety for that person's protection or that of other persons' (Mental Health Act 1983, s.136). The female's behaviour was monitored throughout our interactions with her. In the first instance, a mental health episode seemed likely after observations.

When I've attended incidents, mental health tends to play a role in many of them. It can have a minor impact, or in some cases, it may be the main reason for attending. The likelihood of mental health playing a part in an incident is to be expected as an increasing number of people are experiencing mental health issues (deVries and Wilkerson, 2003). Looking at mental health from a policing perspective, data showed that 1 in 10 individuals have police involvement when being referred to mental health teams (Livingston, 2016). This highlights the importance of police officers being able to identify mental health episodes so we can engage them with appropriate support.

Using the National Decision Model (NDM), I will work through the incident, discussing my actions alongside the five sections of the model (COP, 2013). Which are: gather information and intelligence; assess threats and risks; develop a working strategy; consider powers and policies; identify options and contingencies; and take action and review. The Code of Ethics highlights the importance of the decision-making process and provides direction alongside the national decision model, supporting all officers. Using the NDM allows officers to reevaluate the circumstances and consider the ongoing risks.

When the call came in, I spoke with the control room to gather as much information and intelligence as possible; unfortunately, the information we had was limited as the reporting

person left the area. I knew upon arrival that most of my information gathering would start then. I spoke with the female to obtain personal information, while my colleague was speaking to members of the public not too far from me. By speaking to all parties involved, this allowed us to make better-informed decisions and have key details about the incident. As stated above, the incident was as reported. I made sure to stay with the female and remain calm while speaking with her, as her behaviour was chaotic.

In terms of any threats and risks we were presented with, the female was still unknown to us, and nobody recognised her. This put us in an extremely vulnerable position, as we had no information about the female. I opted to develop a strategy whereby I would lead her away from the crowded area and ask general questions about herself to build rapport. I wanted to make the woman feel comfortable and listened to. My main priority was identifying who the female was. We were considering the powers and policies we had available to ensure the situation didn't escalate. It was vital to consider safeguarding the public and women.

In the first instance, we considered an arrest for a potential breach of the peace to remove the threat; however, after speaking with the female, it was clear she was having a mental health episode. It's important for the police to take 'positive action' so the consideration progressed into her being removed from the area and taking her to a place of safety for a mental health assessment. The woman eventually calmed down and spoke to me. She told me she lived with her son on the next street, and she identified herself. I continued to speak with the female and noticed it was taking her awhile to think of her answers. My colleague completed a PNC check to see if she was known to us after she provided her details.

The checks came back, and she was known to us. There were numerous reports on the address. She was known to wander the streets; there was a warning marker for mental health, and it stated the female had vascular dementia and was managed by the mental health team. Once we established this information, this was key to our decision-making process. The female was unwilling to sit in the van, and she had calmed down, so I decided to walk with the female to the property while considering all the options and contingencies available to us.

I arrived at the property with the female; her son was waiting outside for her with my colleague. He stated he arrived last night from university and realised she hadn't taken her medication for the last few days. The decision was made to contact the crisis team to request an emergency appointment for the woman. The mental health team confirmed the female was known to them, and they asked the female to attend that day. Me and my colleague considered everyone involved and appropriately safeguarded the female and the public. We spent time considering all our options and made the right decisions. I will discuss my review of the incident in the conclusion.

While considering all the options, discretion was applied throughout the incident. Police discretion has been described as critical in the decision-making process for officers

(Charman and Williams, 2021). As we gathered more information, our decision to not arrest was the right one. Understanding the situation before making any decision is always the best approach. It was in the best interest to refer the female to support services, despite there being legislative powers to deal with the incident. We were able to safeguard all involved and prevent any legal action from being taken. The decision made was supported by my colleague, and I was accountable for all my actions that day.

This incident I attended has not gone to the Crown Prosecution Service, as no one has been charged. I will nevertheless discuss the relevance of the Criminal Procedure and Investigation Act (CPIA, 1996) to show its importance when conducting investigations. From a policing context, CPIA defines a criminal investigation as “an investigation conducted by police officers with a view to determining whether a person should be charged with an offence or whether a person charged with an offence is guilty of it” (MOJ, 2015). For officers, it provides us with guidance and procedures for managing information that we’ve acquired from an investigation and how we go about disclosing it.

In an investigation, we gather information from different sources. The CPIA does have categories for the material gathered; examples of these are evidence and unused material. Evidence can be statements, forensic exhibits, or CCTV. Unused material is material not being used in the investigation, such as custody records or NICHE occurrence logs. Even though it’s not being used, it’s important for it to be recorded and retained. We do redact personal information from these documents for data protection. When looking at disclosure, this is the information that is shared with the accused. This is to ensure the trail runs fairly and effectively.

After reviewing my performance at the incident, I debriefed with my tutor. Both of us agreed that the decisions made during the incident were appropriate and resulted in the best outcome. I was happy with how I handled the situation; there was high pressure because of the circumstances, and there was a large public presence, which increased the risks. When speaking with the female, I was empathetic about the situation and respectful, as I could see she was apprehensive. It was important to acknowledge the individual’s needs and act in the best interest of her welfare.

This did open my eyes to the responsibilities we have as officers, as they can feel overwhelming at times. We must always treat each incident with fairness in mind and take time to understand the needs of the people we deal with. The victims and people involved are the number one priority, but the decisions we make affect everyone involved, so we must take the time to consider all the options we have. I will continue to use the NDM to help with my decision-making and always be aware of how quickly an incident can change. I am satisfied with my performance and actions taken in this incident. I will continue to treat each person fairly while making the best decisions I deem necessary while continuing to review my performance.

Word Count: 1925

Task 5

Independent Patrol Status 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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