

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

When joining South Wales Police and beginning my training, it quickly became apparent that building resilience and managing stress would be of great importance when undertaking this new role. Coming from an office based working background, I knew that this change would not only be significant from a career viewpoint but also a huge change in the structure of my life and the life of those around me. I anticipated that this change would come almost instantly when transitioning between jobs and therefore formulating then utilising a structured stress management plan was a key consideration straight away. Collins (2003) states that a Police Officer's '...occupation is generally perceived to be highly stressful caught between increasing violence on our streets, high public demand and a mounting focus on police efficiency and probity' (2003:256). Stress management would seek to negate some of the pressure I would soon have upon me and would soften the impact of the many new trials and pressures I was soon to face.

This essay will detail how I built resilience and managed my stress by using Gibbs (1988) model of reflection to underpin my work. I have chosen to focus on the practical aspect of my initial police training for this essay. I have chosen this aspect of training as I feel it required me to adapt the most significantly to ensure I could manage stress and build resilience. Using Gibbs (1988) model, I will initially describe and depict the aspects of this element and its stresses before continuing to

explore, analyse and evaluate the methods I used to combat stresses and build resilience going forward later in the essay.

In the initial training stage of my police career, practical exercises were a regular occurrence and featured heavily within the training model. Following the learning of legislation, powers of arrest or other specific policing scenarios, an exercise would be undertaken whereby students would be required to demonstrate their understanding of the theoretical content of the lesson to a competent level in a practical setting. The practical exercises were observed and marked by a policing staff member who would then offer advice, feedback and criticism if necessary to the student constable undertaking the exercise. The practical exercises ranged in difficulty based on the theoretical content and progressively became harder over time. An example of this can be seen from the initial practical of arrest whereby student constables are expected to be able to recite the necessary arrest wording correctly and completely in isolation. Comparatively and in contrast, the final practical exercise required of student constables was to control and extinguish a full public order call involving violence, assaults, radio work and arrests. As previously mentioned, all practical work was as a direct consequence of the theoretical work that was taught previously on the course and was relevant to the current learning undertaken at that time. To combat this stress, I formulated a system of which I would methodically work through the aspects of the impending practical.

This system began by essentially metaphorically taking a breath and clearing my head of all stresses or concerns I had for the practical and starting planning from the very beginning. The initial stage of this method would be to totally deconstruct what was being asked and expected of me at each instance. This would include what legislation would need to be learned and perfected in preparation, what physical or verbal processes needed to be learnt and perfected prior to the exercise and generally refreshing and revising the relative lessons learnt prior to the exercise. I often found that discussing with my fellow student constables, and often my wife, my fears and concerns for these events helped me to relax and gain a clear viewpoint of what needed to be done and how I

could fully prepare myself. I feel that this technique was completely invaluable in providing me with a clear and concise perspective on what was required of me and was essential in keeping my stress levels to a minimum. In this way, resilience was quickly built as I could apply the methodical and reassuring technique to all future practical events during training and as such was just as useful each and every time.

As my professional background was relatively far removed from policing or emergency services of any kind, the practical element of the training and learning was a point of very mild anxiety for me. My previous employment had never placed me in a position whereby I would have to engage with the public in any kind of manner, let alone in a confrontational sense. Whilst excited and keen to embrace this new experience, I did feel some trepidation due to my lack of tangible experience in this realm. This led to my initial encounter with real stress within the training sphere as I began to prepare for my first practical exercise early in the course. Whilst preparing myself for the exercise, the expected feelings of anxiety and nervousness began to surface. Questions such as; ‘Will I be competent?’, ‘Will I remember to say everything?’ and ‘Will I be in trouble if I don’t?’ all vying for space in my head. Another key feeling regarding this was of whether I would be deemed as incompetent and a poor candidate if I was to fail to successfully navigate these practical exercises. Within the initial stages of police training, I felt a huge pressure to perform to the standards I knew I was capable of and the standards I believed were expected of me. This was a great consideration when regarding my stress levels as I found myself on high alert a large portion of the time, as I was extremely eager to please and maintain my place in training that I had fought so very hard to earn.

As previously mentioned, preparing for the practical exercises was often stressful. However, throughout my training, I was fortunate enough to not have any strikingly bad experiences when undertaking the exercises as having prepared as thoroughly as possible and by using the technique of methodically planning and preparing mentioned previously.

When undertaking the practical exercises, I quickly found that whilst a stressful and testing event, they were also exciting and fun and a fantastic platform for learning and development. By using the methodical technique to prepare I found that once I had been successful in my initial exercises as a result of it, it gave me further confidence for the following ones and my resilience against the stresses of these exercises grew exponentially as a direct result of this. I received excellent feedback from my tutors following exercises and this further solidified my stress relieving technique and built my confidence even further.

I feel that opening up conversations with my peers and to my wife was an invaluable aspect of building my resilience and reducing my stress when considering not only the practical element of training so far discussed, but of my new career as a whole. Discussing ways of planning such assessments and other elements of the training course too with these people greatly reduced stress. It did so in such a way as to make me feel less isolated or alone with the stresses of assessment and a new professional landscape. Opening up to others made me realise that I was not alone in my stresses as discussing and comparing with others in the same position as myself could lead me to the effective planning and executing of exercises and therefore minimising my stress and building my resilience as a result.

I feel that I could have potentially done slightly more to further my resilience during the practical exercises aspect of the course in initial training by speaking to my trainers in more detail. I feel that I could have delved deeper into my feedback when it was provided to utilise it in further planning for the next and future practical assessments. This would have again furthered my reduction in stress and I could have added it to my plans and utilised it to reduce similar mistakes that were recurrent in my assessments. However, I do overall feel that my technique of deconstructing and reconstructing exercises as a plan was highly effective in the use of building my resilience and managing my stress whilst in training. I have learned that by doing this, fears and stresses can be minimised through this deconstruction and the confidence that is borne of successfully preparing and

executing something is the greatest stress reliever of all for myself personally. I intend to fully use this technique going forward in my career for the future and whilst not everything can be planned and deconstructed such is the nature of the job, where it can be utilised, I am confident it will continue to build my resilience and manage my stress further and further.

Word count: 1476

Task 2

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

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

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

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within policing, conflict and the subsequent managing of this conflict is an integral and often frequent facet. College of Policing (2020) state 'Policing is a physically demanding and potentially dangerous profession. The police routinely have to respond to and deal with conflict situations involving violent and aggressive people' (College of Policing, 2020). As a Police Constable, you are at the front line of policing and are most likely to encounter and engage in conflict with the public as you attend emergency and non-emergency calls and undertake day to day duties. In responding to these situations, 'officers and staff put themselves in potential danger, and their actions can also have an impact on public safety, trust and confidence in the police' (College of Policing, 2020) As a result, it is imperative that within this role officers have a wide variety of experience of conflict.

Through this experience, officers will be able to gain the necessary conflict management skills to effectively navigate and control these situations in a professional and ultimately safe manner, negating the chances of harm to him or herself and the subject of the conflict too.

To introduce this essay, I firstly plan to detail an incident that I have experienced as a Police constable that involved conflict. Within this incident, I will critically assess its social considerations as well as legislative contexts surrounding my use of force within.

Whilst on mobile patrol during a night shift as a Police Constable, I received a call that there was an ongoing domestic disturbance at an address that required immediate police attendance. The report detailed a female in distress wishing her intoxicated partner to leave the property having refused to do so following being asked numerous times.

Firstly, it is important to consider the social context of such an incident both practically and theoretically. On arrival, as per procedure, we ascertained details of the incident from the reporting female and confirmed the physical safety of her and her young daughter that was also present at the scene. On speaking to the female, she advised that her partner, the subject of the call, was in fact an alcoholic and would often instigate such incidents when he had been drinking. She stated that he could no longer work because of his alcoholism. She also advised officers that when he had excessively consumed alcohol, as which he had done on this evening, it seemed to inflame his already existing aggressive tendencies. The Institute of Alcohol Studies (2017) states that ‘...a recent report into alcohol-related health inequalities in England and Wales was able to establish a clear association between alcohol-related mortality and socioeconomic deprivation, with progressively higher rates in more deprived areas, mainly among adults aged between 25 and 44 years.’ (The Institute of Alcohol Studies, 2017). The information that the female provided and incorporating the surrounding social context was vital in the mental planning of responding to the male. Such information, and the context surrounding it, informed the way we approached the male following speaking to his partner.

The information that the female provided indicated that there would likely be conflict in dealing with this male, as his behaviour previously that evening had been aggressive owing to his intoxication as per the reason for the initial call. As alcohol is widely recognised as a depressant and releases inhibition from those who have drunk it, it is always important to recognise this when attending such an incident as the intoxication of the subject of the call is relative when planning your response and considering your own personal safety as well as others.

With regards to the reporting female, it became apparent through the checking of personal records and speaking to the female at the scene, that these occurrences were commonplace for the couple. The female advised that they would often drink alcohol excessively together at her property during the evenings however tensions would often inflame towards the end of the night and she would often call police for assistance with his removal from her house. Tensions would arise in this situation from the males previously mentioned alcoholism. The female advised that once he became intoxicated, his behaviour would change and he would become both depressed and aggressive. The female also advised officers that the breakdown of their marriage and her subsequent relationships with other men were as a result of her husband's alcoholism and this was often the focus of his drunken rage. She further advised that she often had him back in the house to console him and to let him vent his anger to the point where it was excessive and action needed to be taken. The female indicated this was due to a combination of guilt for the way their marriage had ended and to pacify the male in a place he could be relatively safe such was the concern for his alcohol consumption. He would then often come back the following day asking for forgiveness and offering financial or gift related offerings as an apology for his previous behaviour. This, in particular, was a sociologically interesting aspect of the call and the drama triangle model of conflict management (Karpman, 1968) could be seen to be relevant in this situation.

Hicks and McCracken (2014) state 'The drama triangle model represents a dysfunctional personal relationship and illustrates three roles that an individual can play in that relationship: victim,

rescuer and persecutor. The roles are not the people themselves, but parts to be played in the drama that occurs as the relationship unfolds' (2014:62). In this instance, the role of victim, perpetrator and rescuer. Within Karpman's (1968) drama triangle model is the implicit assumption that the victim is going to be rescued every time they encounter a problem that they may or may not have invited themselves. Hicks and McCracken (2014) further state that '...the victim feels incapable and powerless. A victim believes that other people or events are acting upon him and there is nothing that he can do about it. Victims often feel mistreated, disadvantaged and sorry for themselves. They take no responsibility for their situation' (2014:62). This can be seen from the male's inability to confront his issues with both interpersonal relationships and substance abuse and its ongoing impact on his and his families lives and wellbeing as according to the information that the female provided us with. He is unable to acknowledge that these things have occurred and continue to occur as a result of his wrongdoing and is there in the victim in this situation in his mind.

Secondary to this, are the roles of persecutor and rescuer within the drama triangle. By essentially convincing himself that his behaviour and current situation is as a direct result of his victimisation by others, in this instance his ex-wife, the male encompasses an inner sense of entitlement to persecute. This behaviour, in this case becoming drunk and verbally abusive, is justified in their minds as they feel wronged by a perceived behaviour from the actual victim which has actually originated from them.

Fulkerson (2003) details the final stage of the triangle being the 'Contrite/calm' (2003:12) phase of the situation, where the persecutor then assumes the role of rescuer. This can be seen in this instance from the apologies and gifts provided the following day. The persecutor assumes the role of rescuer in a domestic setting by realising what they have done is likely to cost them more affection than gained in the aftermath then make efforts to ensure that normality is resumed within the relationship, likely so the pattern can eventually start over again at another time.

Taking this information and situation into account and quickly digesting and formulating the information received, I felt that to utilise Betari's Box model of conflict management to underpin my dealings and interaction with the male that evening would be most appropriate. Betari's Box, as defined by an NHS training manual (2020), is seen as 'demonstrating a cycle of behaviour that if not interrupted can escalate out of control. If your attitude towards another person is hostile then this will be displayed in your behaviour. This in turn will affect the attitude of the individual you are dealing with which in turn will affect their behaviour.' (NHS, 2020) This, I felt, would be absolutely crucial in communicating with the individual to resolve the issues in as calm and least dangerous fashion as possible. Key features of using this behavioural management model when dealing with this situation began with the initial contact made with the male. The female caller had, on arrival, not disclosed any offences perpetrated by the male and was insistent that she was neither hurt nor injured but was distressed by his aggressive presence and refusal to leave. The female insisted also that she wished not to make a complaint and simply wanted the male removed from the property as he was continually unwilling to do so of his own accord or at her request.

Following this information and being satisfied that no immediate arrest was necessary, myself and fellow officers initial priority was just to remove the male from the property, minimising the potential conflict whilst doing so. In this way, Betari's Box was an ideal conflict management model to utilise as following the given information on the male, it would be likely he would be both intoxicated and therefore already irritable or aggressive. Using the model, as so as not inflame the male's attitude or behaviour further, I located the male and began a simple conversation with him surrounding what was going on there that night. The tone of the conversation was mild and I utilised a friendly and conversational tone with him initially. This was important when considering Betari's Box as initialising a conversation with shouting or instant demands would automatically result in a negative attitudinal shift in both parties and instigate conflict from the outset. Similarly, to the verbal aspect of utilising Betari's Box, is that of the nonverbal. This is equally as important in deescalating

conflict as it signals attitude as well as verbal communications. This could be seen from not pointing fingers at the male or overusing aggressive or explosive hand gestures whilst talking to him.

However, it should also be noted that safety should not be sacrificed for non-aggressive nonverbal communications. Officers ensured that they were standing in the ready stance whilst communicating with the male should he quickly and unexpectedly attack or approach aggressively. Officers listened closely to the responses given by the male to questions and in conversation allowing him plenty of time and space to answer of his own accord and maintain a sense of rapport with him so as not to inflame his attitude towards us.

These communications continued with the male for a number of minutes as due to his previously mentioned intoxicated state, he was at a disadvantage when trying to comprehend the directions given by myself and other officers. As a result, it became difficult to get the male to leave using verbal instructions however he did comply shortly thereafter and left the building of his own accord.

Following his leaving of the premises however, the male's behaviour significantly worsened. He was shouting targeted obscenities directed at the occupants of household on the pavement outside and was once again refusing to leave the area. It was at this stage that the cycle of Betari's Box became more aggressive as I had to increase my aggression to counter his and try to keep the situation under control. As a natural progression of this, the result was that the male became physically aggressive to officers. He began to display many of the physical signs of aggression which included clenching of the teeth, pumping of the fists and adopting a sideways attacking stance whilst communicating with us. This, in combination with his highly intoxicated state and loud aggressive verbal communications now in a public place, led me to consider arresting the male for being drunk and disorderly as per Section 91 of the Criminal Justice Act (1967). When deciding to do this, and deciding to make an arrest in any situation, conflict management and use of the National Decision Model (NDM) is imperative.

The National Decision Model (2020) ‘...encourages users to ensure that their decision is in keeping with the core values of the force and to question what the force, fellow officers, victims, and the community as a whole would expect of them in a particular situation. By asking oneself these questions it is possible to ensure that you are upholding the values set out by the ACPO.’ (National Decision Model, 2020) Adherence to the NDM was key in the dealing of this situation when considering use of force in this situation. Officers should ensure they cycle through the process of the national decision model in full and repeatedly if necessary if situations progress, change or ultimately escalate.

The NDM encompasses and officers use of the code of ethics to guide them responsibly. It combines the use of information received about a developing or existing situation and requires the assessment of this information. The requirement of assessing your powers and policies for using force or arresting is crucial in this case to ensure legality and justification for its use followed by assessing the options available to you. The cycle of the NDM completes when once all of the previous steps have been considered, you take action. Immediately following said action, the situation should be reassessed and reviewed, with the cycle continuing from the beginning to assess the developed situation following your chosen action or actions. As a result of cycling through the NDM, it became apparent that to facilitate the successful and safe arrest of this male, a use of force would be entirely necessary to detain him as per Section 3 Criminal Law Act (1967). As stated in the act, ‘A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large’ (*Criminal Law Act 1967*)

As per the escalation of the male’s behaviour and the nature of the offence being committed, it was deemed appropriate to forcibly detain the male using handcuffs on the street to prevent any harm being made to himself or anybody else as a result of his behaviour. As mentioned, considering Betari’s Box as a model to analyse the events, the males’ behaviour had escalated as such that an

increasingly firm response was required from officers which resulted in his behaviour becoming further aggressive which ultimately concluded in the necessity for his arrest. However, it should always be considered that When using force Alderson and Perrone (2019) state ‘... harsh and derogatory language, threats, raised voices, or force are used, it is more likely that the interaction will be perceived negatively. If the interaction is negative, then that individual is less likely to accept the legal outcome’ (2019:73).

In conclusion, it is apparent that a seemingly normal event that police are called to often on a day to day basis has a number of underlying social factors that can be analysed. Such analysis, as illustrated in this example, can be significant in gaining a far greater understanding for not only how such incidents happen, but why also. It is also critical in linking the use of force with the necessity and thought process for said use of force. It is not acceptable for police to simply decide to use force when they deem fit. It is necessary to use the above processes for deciding to implement force in situations by considering risk factors, necessity and ultimately considering the powers and policies you hold to do so legally.

Word count: 2627

Task 3

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

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

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

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Within policing and the criminal justice system, the necessity to value difference and inclusion is of extreme importance. Within this essay, I plan to critically assess an incident I attended involving a prolific drug abuser and repeat offender following their reporting of a theft against them. In this essay, I plan to critically assess the social context surrounding this victim and my subsequent support of her through the criminal justice system following her report. Though the incident was not pursued following police attendance, the beneficial impact that policing values and utilisation of the codes of practice was to that individual and her outlook on not only the police, but the criminal justice system as a whole. I aim to explore why people in particularly marginalised groups, in this case substance abusers, are reluctant to report being a victim of crime to the police and what happens when they are treated equally in doing so.

In recent times, the face of society has changed. On a wider scale, Great Britain has become a diverse and dynamic melting pot of cultures, ethnicities and societal groups all living and working together within one society. This diversity in society leads to the ever-growing necessity for increased social cohesion. The UN Department of Economic Social Affairs (2009) argue that 'Social cohesion refers to the elements that bring and hold people together in society. In a socially cohesive society all individuals and groups have a sense of belonging, participation, inclusion, recognition and legitimacy.' (2009:3). Marginalised groups in society, do not always receive the same level of social equity or equality experienced by other groups. As police officers, it is essential that all members of society are treated as per the code of ethics that underpins our role. It is our great responsibility to ensure that all crime, no matter who has reported it or why is investigated to the utmost degree to ensure that victims are safeguarded, offenders are brought to justice and society remains in order.

The Ministry of Justice (2015) outlines the victims of crime code of practice and state that 'Victims of crime should be treated in a respectful, sensitive, tailored and professional manner without discrimination of any kind. They should receive appropriate support to help them, as far as possible, to cope and recover and be protected from re-victimisation.' (2015:1)

Whilst on duty on mobile patrol, I was called to an incident where a female individual had been the victim of a theft from another person living in her accommodation. Initial considerations to take into account when receiving this call was firstly the location of the female's place of living. The reporting female lived in a sheltered and staffed accommodation in the city centre. Such accommodation is commonly used by people who are otherwise homeless for a variety of reasons included but not limited to drug abuse or mental health issues. The accommodation is staffed full time by a team of care workers, social workers and security staff who ensure that occupants are kept as safe as possible and their differing needs are met. The NHS (2018) defines such accommodations as '... a combination of suitable accommodation...with some forms of personal care (like help with

washing or cooking. Some supported living homes are shared by 2 or 3 people with a similar health problem, such as a substance misuse problem or a particular disability' (NHS, 2018). Due to the aforementioned high instances of individuals having serious drug abuse issues in these accommodations, they are often frequented by police officers for varying reasons both criminal and social. The frequency of attendance by police to these places and individuals can be attributed to varying social issues. DHI (2020) states '...in an era of austerity, budgetary constraints have resulted in a reduction, and often the disappearance, of many family support groups... the need to support families affected by substance misuse is as acute as ever... (as) many of them suffer not just the effects of addiction, but of multiple and complex needs, including domestic abuse and mental ill health' (DHI, 2020). Individuals who reside at the accommodation are often in contact with the police as a result of this and dealing with both the accommodation staff and the residents therein is relatively common place. In this way, the location of the call was highly significant when considering the social context of the incident. The female in question, staff advised was heavily addicted to drugs and had a long history of substance abuse throughout her life. They also confirmed that she was actively engaging in substance abuse currently. The female had had items of food and clothing stolen from her room in the accommodation by a male known to her also living at the address. Staff in the accommodation had phoned the police upon reviewing CCTV and identifying the subject.

The DHA (2020) further explains that 'The social exclusion which families experience is rooted in the stigmatising effect attitudes in society can have on people affected by someone else's substance misuse' (DHA, 2020). It is important to consider, in this way, the relationship society and institutions have with drug abusers and the cause and effect of the interactions therein and how they are dealt with and responded to. Historically, the relationship between drug users and police has been problematic and strained. Where addiction has led individuals into many interactions with the authorities, or in more extreme cases a life of crime to feed their addictions, they often come into

contact with police in negative circumstances. These individuals can find themselves arrested, charged and often incarcerated for activities surrounding said addictions. Such interactions can lead to a long term negative consequence for both parties involved however. The frequency of said interactions with the police can lead to a pattern of behaviour between both parties that quickly becomes negative and non-progressive.

When considering police interactions from a drug users perspective Lister et al. (2008) state that 'Many problem drug users felt police tended to define them in terms of their drug use and criminal behaviour. This labelling process often had a demoralising effect on those subjected to it.' (2008: Online). Such frequent interactions can be seen to have a negative effect on police perception of the drug users. In this way, the dehumanization of these individuals can take place in the eyes of the police whether overtly or subconsciously and the constant negative reinforcement of their behaviour reduces them to a label not an individual. In this way, an individuals' needs are subsequently ignored or denied as past or current incidents colour police perception of that individual.

Similarly, Lister et al. (2008) further explain that, '...former problem drug users who were abstaining or undergoing treatment programmes often continued receiving regular policing attention because policing profiles were constructed from information and knowledge of past behaviours.' (2008: Online) A key negative consequence of this is that '...potentially, this can impede a drug user's attempts to establish an identity unrelated to drug use and offending and to reintegrate themselves into mainstream society.' (2008: Online). This, by nature, creates its own vicious cycle of pattern behaviour and hampers the potential for rehabilitation physically, socially and institutionally when considering the interactions between police and drug users. In turn, persistent offenders and the police often do not make any progress with one another as the avenue for effective communication is often worn away if not eroded entirely minimising any meaningful progression as a result.

The Equality Act (2010) Section 29 also dictates that there should be no discrimination for those requiring public services. It states, ‘A person (a “service-provider”) concerned with the provision of a service to the public or a section of the public (for payment or not) must not discriminate against a person requiring the service by not providing the person with the service. The act sets forward the idea that nobody, regardless of background or other protected characteristics should receive negative behaviour such as discrimination or harassment for requiring help’ (*Equality Act 2010*). It further states that ‘a person must not, in the exercise of a public function that is not the provision of a service to the public or a section of the public, do anything that constitutes discrimination, harassment or victimisation’ (*Equality Act 2010*). This can be seen to be highly applicable in this instance. This social context was extremely significant in consideration of attending and investigating this incident.

As a Police Constable, it is imperative at all times to treat all victims of crime fairly and equally regardless of their social or cultural standing as per the code of practice relating to victims of crime. With this social context firmly in mind, my treatment of the female involved was completely bereft of any prejudice surrounding any past or current personal or legal situations and she was guided through the process professionally and in line with all codes of practice.

The social context of the incident was compounded when on arrival the female was visibly distressed by the presence of police and later admitted that this was owing to the fact that she had had many negative interactions with the police prior in relation to her substance misuse and the subsequent illegal activities stemming from it. This led me to use interpersonal skills acquired to make the initial contact with the female suitably comfortable. This would be to ensure the facilitation of a prompt and effective investigation into the incident and to put her at ease to do so. I investigated the incident utilising the aid of the female's support workers in the accommodation, as they acted as appropriate adults for her whilst she was reporting her account of what had happened.

The attendance of said staff as appropriate adults in itself was a key consideration when investigating this incident. It is a key consideration as the female had self-declared and staff declared learning difficulties. In this way, she may not have been able to fully understand the questions posed to her by officers and would also thus again be at an unfair disadvantage and creating a further inequality. This would have led to the likelihood of her receiving a satisfactory outcome being lower if she could not have provided officers with the necessary information. By having an appropriate adult present to guide her through these questions, any sense of unfairness or inequality was negated as a result.

Once this had taken place, it became apparent that the amount of goods stolen in the theft amounted to a negligible amount of money and was mostly small food items of no permanent consequence to the female. I advised the female that should she wish to make a statement regarding the theft, no matter how small, that it would be no problem to do so and I would diligently continue to investigate and make all necessary procedural enquiries should she wish. It was at this stage that the female declined to progress her initial complaint any further. Once the female had discovered that the number of items taken were of no permanent consequence to her financially or otherwise, she retracted her cooperation to take the matter any further. However, this outcome was extremely significant when considered in a social context. The female advised both staff and officers that the treatment she had received from myself and my colleague had increased her confidence and improved her overall view of the police as a whole. She advised that this treatment was entirely beneficial to her mind set and overall outlook on the police as she stated she did not think we would care or be interested in anything she reported due to her aforementioned history and current drug use.

Although advising herself that she had absolutely no understanding of the criminal justice system nor any of the processes therein except what she had experienced when being prosecuted herself, I took the time to explain thoroughly to her all possible avenues she could explore with the incident. I also made it clear to her the possible outcomes of each possible route to ensure that she

was satisfied that she was making the correct decision with whatever she opted for. In this way, I ensured that she had the equality that others perhaps in a better position for information or knowledge had in making her decision. In this way, it could be certain that the female was in no way disadvantaged in the decision-making process as a direct consequence of her personal circumstances and all parties could be completely satisfied that no instance of inequality was being carried out. The female assured both officers and staff that she had been reassured and satisfied to a high level by officer's attendance and subsequent treatment of her and that the entire process had been a pleasant surprise to her following her negative preconceptions. This outcome in itself is beneficial in a broad sense strengthening not only relationships between such groups and the police by creating the aforementioned social cohesion whilst doing so. According to the UN DESA (2009), by fostering and nurturing a socially cohesive society '...all individuals and groups have a sense of belonging, participation, inclusion, recognition and legitimacy. Social cohesive societies are not necessarily demographically homogenous. Rather, by respecting diversity, they harness the potential residing in their societal diversity.' (2009:3). In this particular incident, the appropriate and correct dealing with such an individual will serve to not only alter and soften their perception of the police and criminal justice system.

In conclusion, it is apparent and can be seen that the appropriate treatment of all groups in society can have beneficial consequences for all parties involved. Whilst this essay has focussed on only of these groups using my experience of a specific incident to underpin this, it is a model of behaviour that can be applicable across the full spectrum of societal groups. The benefits of addressing and negating these cultural stigmas is significant in not only changing individuals' mind-sets on policing and the criminal justice system but can be seen to make headway in changing mind-sets in a wider setting. It is a strong example of how the police has a great responsibility to uphold the levels of equality between different groups within society as the benefits of such a thing are not simply restricted to individual gain or benefit. Treating all groups in society with the same level of

courtesy, respect and interest, as underpins the police's entire role as per the code of ethics, has wide ranging positive consequence for society and those within it as a whole.

Word count: 2427

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Within this essay, I plan to critically assess a policing situation experienced, focussing on its social and legislative contexts and the issues therein. This incident saw the use of police discretion used in practice and within this essay I plan to explore how and why this was used and how and why it proved effective in the handling of this situation. At all times during the interactions with the male and the handling of the situation as a whole, the national decision-making model of policing was utilised to the fullest degree and within this essay I will explore and explain how it was an integral tool to use when dealing with said incident.

Whilst on mobile patrol, I was called to an incident where the male was reportedly causing a disturbance outside a local YMCA facility. Initially it is of great importance to gain the full circumstances of the situation prior or shortly after attendance at the scene. The circumstances of this call on attendance were that a male, who is a permanent resident of the property, had been ejected by

staff that evening following his behaviour. The staff at the property, who are in attendance day and night, advised that the male had been verbally and physically abusive to both staff and other residents at the property owing to his intoxication having been drinking consistently since that afternoon. They advised officers on attendance that the male had spat at and attempted to punch and kick staff during a tirade of verbal abuse stemming from an argument he had had with the receptionist surrounding his general rude manner. The staff at the property assured officers that there were no complaints forthcoming from the incident taking into account that the male had not successfully hit or spat at anybody causing injury or harm. They also indicated that the consequence of the male's actions had been his expulsion from the property for twelve hours until the following morning as per the company's procedures and policies. They further advised that as the male had refused to leave the vicinity of the property immediately following his expulsion and remained threatening and verbally abusive to staff in the premises, police had been called as a way of diffusing him and ultimately to request his removal from the site.

When initially exploring this incident, the initial social context of the location of it should be considered. The YMCA, the location of the incident and the abode of the male in question, is a sheltered housing accommodation in the centre of Cardiff. The YMCA's offers '...emergency accommodation through to supported longer-term housing and youth hostels' (YMCA, 2019). Often individuals who require temporary or long-term housing in such accommodation like the YMCA will have become homeless as a result of personal or social issues in their lives that have had a detrimental effect on their development or circumstances. Issues such as a broken home life following divorce or abuse can lead young people to seek a life away from the dangers of home or too become homeless as a direct result of the environment from which they have fled. Coupling this, directly or indirectly can be the affliction of addictions to alcohol, hard drugs or both that these individuals encompass. Such addictions can compound the situations that they find themselves in creating a vicious circle of homelessness and addiction with the two becoming one. As a result, this

provision for accommodation by companies such as but not limited to the YMCA find themselves heavily subscribed with individuals from negative backgrounds and harrowing circumstances, many with the aforementioned addiction issues detailed also. This can be seen from the notion of ACE – adverse childhood experiences. Adverse childhood experiences (ACEs) are traumatic events occurring before age 18. Radcliff et al. (2019) explain that ‘Negative outcomes associated with ACES that present in adulthood can include chronic conditions such as ischemic heart disease, chronic lung disease, liver disease, cancer, and mental health problems, such as depression and suicide attempts, reduced educational attainment, and behavioural risk-taking.’ (2019:812). As such, it is socially important to recognise that individuals in these settings may be prone to behavioural and or emotional issues following their experiences and should be dealt with sensitively and cautiously by police on attendance at related incidents.

Upon arrival at the location, officers were advised that the male had been informed that police were going to be in attendance shortly and made off on a push bike towards the city centre. The staff advised that the male was extremely emotionally agitated and had claimed on several occasions prior to fleeing that he fully intended to kill himself. It was indicated to officers that the male had a long history of self-harm and had previously inflicted himself with injuries of a similar nature in similar circumstances. Following notification of this, officers conducted a short area search to which the male was successfully identified and stopped on a nearby street. As described shortly prior to locating the male by staff, he was indeed emotionally frantic and aggressive to officers on initial contact with him. At this stage of the incident, using the National Decision Model (NDM) was imperative to ensure the safe and effective communication and subsequent dealing with the male. The NDM, as stated by the College of Policing (2020) ‘...can be applied: to spontaneous incidents or planned operations, by an individual or team of people or to both operational and non-operational situations. Decision makers can use the NDM to structure a rationale of what they did during an incident and why. Managers and others can use it to review decisions and actions, and promote

learning.’ (College of Policing, 2020) Whilst it is not always practicable in a fast-paced incident to mentally refer to all aspects of the NDM singularly, ‘...the main priority of decision makers is to keep in mind their overarching mission to act with integrity to protect and serve the public’ (College of Policing, 2020).

The individual sections of the NDM to be followed in a circular structure meaning that it will swiftly, the previous processes are to be considered again following this change. As previously mentioned, on arrival the male was aggressive and clearly extremely emotionally distressed when located by officers. His initial action was to decamp from his bicycle and approach officers rapidly whilst shouting and waving his arms verbally outlining what had gone on during the incident. Whilst dealing with the male, who remained aggressive and emotional throughout, the NDM was utilised to facilitate and inform our dealings with the male.

The initial step with the NDM is the police code of ethics. The code of ethics contains an underlying set of principles that a constable and any police officer should follow in the line of their duty and when dealing with people and crime. In this instance, ensuring that I employed the code of ethics facets of openness and fairness in dealing with this incident was of great importance.

Whilst following adherence to the code of ethics within the NDM, the next step is to consider the intelligence or information received about the incident or person prior to and when engaging with them or it. In this particular instance, it was of huge importance to consider what information was given to us coupling it with prior knowledge and intelligence of the male in question. Using information provided to you during or prior to an incident is key in informing your actions and approach when dealing with incidents and individuals. Information passed to officers surrounding the incident such as the male’s intoxication and claims of impending suicidal actions inform approach. Warning markers ascertained through control room and mobile person’s checks indicated a long and substantial history of violence and specifically self-harm again further building a picture

in my mind of what could potentially factor into dealing. In this way, information and intelligence informed myself and other officers that there was a tangible possibility of the male injuring himself, others or officers on attendance. This step of the NDM, links itself to the aspect of potential bias within policing.

A substantial and interesting consideration to be taken when dealing with such incidents and the individuals within can be officer bias. Beshears (2014) states ‘...bias-based policing is the intentional practice by an individual law enforcement officer who incorporates prejudicial judgments based on race, ethnicity, gender, sexual orientation, economic status, religious beliefs, or age that are inappropriately applied in the performance of his/her duties.’ (2014: Online) As a result, it was considered to not to engage with any potential bias surrounding the male’s history or background and treat him neutrally and maintain openness to information to assess and deal with the situation.

On arrival and following talking to the male at length surrounding the circumstances of the situation and his actions, officers were informed by the male that his actions were as a direct result of a domestic argument with his partner who had recently given birth to their first child. As a result of this argument, the female, his partner had decided to end the relationship with him and had threatened to withhold visits to the child as a subsequent consequence. The male was clearly in a great deal of emotional distress as per the initial call but was compliant and spoke with officers at length about his circumstances. The male confirmed that having been evicted from his sheltered accommodation following abusive behaviour, he had indeed returned to the property and by his own admission had only returned back to continue to engage in the behaviour that had caused the initial ejection. Whilst discussing this with officers, and remaining in an emotionally charged state, the male’s behaviour began to decline somewhat again and he began shouting and threatening to once again return to the property to resume his conflict with the staff therein. It was at this stage that discretion within policing began to inform our dealing with the male.

According to Brown (1988), 'It falls to a patrolman to decide when to take action, how to apply vague legal standards to specific circumstances in a heterogeneous society whilst adapting to changing social mores and values and how to fashion a working set of priorities' (1988:6). From this standpoint, consideration could be given to powers and policies held to arrest the male for his actions. The male was displaying behaviours and actions that if further augmented could subsequently have warranted his arrest for drunk and disorderly, Breach of the Peace or public order offences at this stage in our dealings with him.

Whilst all of the mentioned offences could have been considered, discretion played a large role in the decision-making process and cycling of the NDM in this incident. It was apparent that the male was in emotional turmoil following the breakup of his relationship and his subsequent actions had cost him his place in his accommodation overnight. It was felt that through using our discretion, the most beneficial way of dealing with the male was to instead diffuse the entire situation verbally and calmly instead of utilising powers of arrest as a first option, reserving it as final option if necessary. There had been no complaints made of assault by any staff at the accommodation it should be noted. It was also felt that if the male was at no immediate danger to himself or others, our assistance in finding alternative accommodation was a much more preferable possible outcome for the situation, resolving the situation in a further beneficial way. This subsequently links and flows into the next step of the NDM which is assessing the risk, both to the subject of the call, officers and the general public should the incident have been in a public space which in this case was indeed the case.

Having used officer discretion to decide to rehouse the male for the evening, risk assessing his potential behaviour for his and others safety was of immediate paramount. During the incident, we had sufficiently calmed the male down and explained to him our proposal for action that evening, his behaviour became sufficiently compliant to negate any immediate concerns for any potential

further anti-social or dangerous behaviour to himself or others. Having advised us that he did indeed just need a place to stay for the evening to gather his thoughts and reflect, we were suitably satisfied that by using our discretion to undertake a less conflict lead approach to the situation it could be resolved as effectively.

Completing the cycle of the NDM to deal with the situation, the actions undertaken were to arrange for another sheltered accommodation to house the male for the evening, taking him off the streets and extinguishing his behaviour having suitably calmed the situation and negated the issue. The final step of the NDM cycle is to review any actions taken. In this way, the accommodation was called later that evening to check the welfare of the male and to ensure his behaviour had remained calm. In this way, officers can be satisfied that using the NDM, the decision taken has been effective and correct in its execution.

In conclusion, it could be argued that engaging in this method of dealing with the male offered him an opportunity to receive understanding from the authorities he may not have previously received or perceived himself to have not received. The social implications should be considered when dealing with such an incident as, as previously mentioned, the individual involved has a substantial history of dealings with the police and social, substance and mental health issues that inform said dealings. Within this particular incident, it could be argued that by negating any instance of officer bias prior to dealing with lends itself to a broader possibility of both offender management and incident resolution.

The lack of bias when dealing with the male proved to diffuse an aggressive situation and therein help to substantially negate an aggressive or confrontational outcome whilst ensuring all necessary risk assessments had taken place to inform our decisions.

Word count: 2338

Task 5

Personal Development Plan / Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 6000D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for a personal development plan that you can use for this task.

500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 10,000 words equivalent total for this module.

ANSWER:

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

AREA OF DEVELOPMENT	HOW IT WILL BE ACHIEVED	WHO CAN PROVIDE SUPPORT	TIMELINE
Theoretical and practical application of powers and policies in everyday policing. For example – Identifying, understanding and undertaking powers and procedures integral to policing.	- It will be achieved through the constant revision of legislation - Learning and reflecting on experiences of arrests and other procedures undertaken in the field.	- My shift team and my Sergeant. - Personal private study	Ongoing throughout my career
Procedural efficiency when using digital applications such as NICHE, PNC and mobile devices	- This can be achieved through practical experience in the field - Referral to training documents and guides to constantly refresh and remind.	- My shift team and my Sergeant. - Personal private study - Documents relating to processes and training	Ongoing throughout my career

To gain further understanding of social and legislative impacts relating to incidents and the wider context therein – then using this to inform and build my policing knowledge	- It will be achieved through the constant revision of legislation - By learning and reflecting on experiences of arrests and other procedures undertaken in the field. - By utilising related literature to inform and build my knowledge of social contexts.	- My shift team and my Sergeant. - Personal private study - Studying and utilising related literature	Ongoing throughout my career
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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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Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P. This is recognised by the university as work that is fully supporting this module BMPP 6000D; Professional Police Practice 3 and in signing it will be equivalent to 500 words towards the 10,000 words equivalent total for this module.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: __PC 6573 Tom Sinclair _____ (Learner – electronic signature accepted.)

Date: _____ 19/06/2020 _____