

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.

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;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
	Development Plan	Equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

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:

There are a wide range of coping strategies that I have utilised during the last six months of studying and since I was attested as a Police Constable. These are both strategies that I have learnt during my training and already proven techniques that I have used during my previous jobs, my time at university and throughout life in general. These vary and are constantly being adapted and changed to suit the circumstances at hand. I feel it is of great importance to have a 'toolbox' of different techniques and mechanisms to minimise stress and strengthen resilience, as there is no 'one size fits all' solution and as such a range of strategies must be available to be used that are appropriate to the situation being faced.

This toolbox of different techniques and mechanisms is essential in the modern day environment in which we all live and work, with ever increasing pressures and stresses constantly surrounding all of us. These pressures and stresses exist through a variety of different sources and can all affect an individual in a wide range of different ways. Once again there is no one answer for each problem and a technique that works for one individual may be completely useless to another. An example of some of the sources of stresses and anxieties could be; work, friends, families, social media, exams, unrealistic expectations, relationships or financial burdens, the list is endless and is very much personal to the individual. Mental health should therefore be very much at the forefront of all that we do and how we operate. In addition it is essential that one recognises its importance to be able to function with emotional awareness and to be successful in all their day to day tasks and challenges. It is of equal importance to look inwards at one's own personal mental health as it is to be aware of an others. This is of exceptional significance when it comes to the role of the modern day police officer as almost all officers (99.6%) reported when surveyed that they had experienced one or more potentially traumatic incidents during their service, whilst 61.7% indicated that they had experienced at least one of these types of incidents within the last 12 months (Elliott-Davies, 2018).

The charity Mind has carried out extensive research into mental health and coping strategies used to develop resilience and minimise stress which can be used by the police and other blue light services. They offer both support and learning materials to blue light services and the public in general. Mind conducted a mental health and resilience training course for new recruits to the Blue Light sector in 2018 (Huxley, et al., 2018). It found that the most popular responses when asked about coping techniques were 'mindfulness', 'meditation' and 'sharing experiences with colleagues'. There was also an increased understanding of the support needs of people with mental health problems but also a recognition of the boundaries of a role in the emergency services. The same report also

recognised self-selection biases among those surveyed; suggesting recruits with less personal familiarity with mental health and its impacts were under-represented. This was of particular concern when contrasting males with females, with 28% being male and 72% female. This is of particular concern because the police force in England and Wales is comprised of predominantly males, with only 30% of all officers being female (Home Office, 2018). Although this is the highest proportion on record and it is continuing to increase. This would suggest that males are less likely to recognise the importance of mental health when compared to females and are subsequently less likely to seek help and support. This in turn reflects the statistic that males in the United Kingdom are three times more likely to die from suicide than women (Samaritans, 2019).

As mentioned above there are a number of techniques that I personally use to develop my resilience and minimise stress, I will now discuss and compare these. My fundamental approach when I am dealing with any and all stress in my life, which has manifested itself through any source, is to firstly take a metaphorical step backwards and assess the situation from afar. I find that viewing the situation as a whole gives a far better perspective on the issue. This ability to view the 'larger picture' has served me well in the past and it enables me to analyse the entire problem and to apply a methodical approach to the solution. Triaging in this manner allows for the most important and time dependant issues to be dealt with as quickly as possible. However this method requires a completely methodical and non-emotional approach to problem solving. This may seem achievable on paper but in reality life is often not so black and white, often operating in the so called 'grey-area'. As such this requires a very pragmatic and methodical approach, something that can often be difficult to apply and therefore require other supporting coping mechanisms.

In addition I have also found it particularly useful to reflect on experiences with my colleagues and therefore share advice. This was recognised by Mind as one of the more popular coping mechanisms used by police and other personal working in the blue light sector (Huxley, et al., 2018) (Mind, 2015). I personally find this particularly helpful as it develops a better understanding of other team members coping mechanisms, allowing less experienced individuals to further widen the range of techniques in their own 'toolboxes' and in turn increasing team member's mindfulness around matters that may affect themselves and colleagues. This results in a better understanding of colleagues and how they function, as well as strengthening team bonds. The comradery that is subsequently formed contributes strongly to developing a safe environment that is needed for individuals to come forward and seek help when they feel they need it, allowing problems to be resolved when they formulate and not allowing them to progress into something bigger. Furthermore it also facilitates a constructive and beneficial learning environment, where less experienced team members can learn from those more experienced than themselves of what to do in situations they are yet to experience. This allows that individual firstly not to repeat the same mistakes but also allows them to build their resilience to the stark reality of some of the situations they are likely to face in their career. To take a quote from one of Mind's publications; "You can learn all of the techniques to get on scene but nothing can prepare you for how your body and your mind are going to respond in that situation" (Mind, 2018) (Mind, 2018). As such it is crucial that less experienced officers have an understanding of a wide range of coping techniques and also a support network that they can rely on, whether that be within work, at home or professional help.

I have also personally found it beneficial to read about others adverse experiences and how they have subsequently dealt with their own mental health. A book I have found particularly helpful is *Blue: A Memoir* by John Sutherland (Sutherland, 2017). This is also another of the coping mechanisms that I have in my 'toolbox'; taking time out of the day to relax, unwind and read a book. I have found this to be particularly beneficial to one's mental

health, especially when accompanied by a warm bubble bath. It is also recognised the adverse impact of poor self-hygiene and physical health can have on a person's mental health (Mind, 2015). Firstly eating healthily can have a positive effect on both physical and mental health, the change in someone's mental state is easily recognisable when they have not eaten properly or are hungry. Secondly physical activity can be beneficial to improving self-confidence, as well as reducing anxiety and being an outlet for built up stress. This can also then help facilitate better sleep, the importance of a good night's sleep should not be underestimated. A lack of sleep can make people more irritable and less confident, as well as exaggerating negative feelings (Mind, 2015). All of these points, which some might view as trivial or part of a standard day-to-day routine, can be particularly difficult for a police officer who works shifts.

In conclusion, I believe it is of great importance that I continue to recognise the importance of mental health as well as the coping strategies that are available to me to develop resilience and minimise stress. Not only to allow me to support the public and provide a professional service but also to maintain my own personal mental health. Something which can be incredibly difficult when juggling an irregular shift pattern and all the pressures of modern day life. Furthermore it is of great value that I continue to develop and diversify my 'toolbox' of techniques to be able to best deal with the huge variety of situations I may find myself facing. It is obvious that there is no simple answer when facing mental health and stresses, but I feel having this 'toolbox' of coping strategies along with knowing when and where to seek help from will stand me in good stead for a long and hopefully successful career.

Word count: 1538 words.

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:

It is recognised that dealing with conflict is a difficult but yet crucial part of the role of a modern day police officer in the society in which we live and work (College of Policing, 2019). I found it particularly enlightening when the topic of previous experience with conflict was discussed during officer safety training during initial training at the training school, how many of the student officers had experienced very little to no conflict of significance in their previous jobs or lives, this was about 50 percent of a class of 24 who were surveyed. However when this subject was explored further it was seen that conflict can manifest itself in a huge variety of ways. The spectrum of student officers previous experiences varied from; dealing with a customer making a complaint over the telephone, to a verbal altercation and all the way up to a physical altercation.

Upon starting my tutorship my tutor asked me if there was any part of the role that I was particularly anxious about facing or had little experience with. We discussed a few topics that had come up during my time in the training school and identified areas that we could pay particular attention to, in order to ensure that my tutorship period went successfully. We spoke about dealing with conflict and how I felt about it, I explained to him that I felt comfortable with the idea of having to deal with a situation where an individual is being confrontational. Although I also explained that I felt that I needed to gain more experience with such a situation to be able to feel comfortable and confident in knowing the police's role.

Therefore during my tutorship my tutor made a conscious effort to try to allow us to attend a variety of calls that had the potential of involving conflict, so that I could experience it from my new perspective of a police officer. Subsequently allowing me to learn from

himself and to allow me to feel more comfortable in these situations. As such, early in my tutorship period my tutor and I attended a local public house after a call was received from the ambulance service stating that; a male had been assaulted and knocked unconscious, with heavy bleeding from his head. On our way to the public house we were received numerous updates from the controller in the public service centre. These included a possible name of the suspect and their warning markers. Warning markers are a list of flags held on the local police computer system, Niche, to alert officers of how that individual may act or any relevant previous involvement they've had with other officers. This individual had quite a long list of these markers, including assault, assault on police and known to conceal weapons. My tutor nor I had had any previous encounters with this male as such we discussed how we might approach the situation and to be aware of any potential weapons.

Upon our arrival at the scene we both activated our body worn videos as per regulations (College of policing, 2014), we found that the ambulance crew were already treating the victim in the back of the ambulance. As there was no immediate and apparent threat my tutor and I began to inspect the scene and gather any potential evidence. There was a wooden smoking shelter opposite the main entrance to the public house which now had a large hole in the rear of it, where it appeared someone had been pushed into it at a reasonable force causing some of the wooden slates to break and splinter. On the concrete floor of the smoking shelter there was a sizeable amount of blood where the victim had obviously fallen and hit their head. There was a crowd of people present but none were forthcoming with any details, as is often the case with local public houses situated in tight knit valley communities.

As my tutor and I were attempting to speak with some members of the public present a male approached us and said that he was one of the member of staff of the public house. He explained that he understood that we were dealing with the assault however there was a female refusing to leave the premises and becoming aggressive. A licenced person has the power to remove any person who is disorderly on their premises under Section 18 of the Licensing Act 1872 (Licensing Act, 1872), this section also requires a constable when asked to assist in removing that person. Consequently I approached the female followed by my tutor, I explained to her that she had been asked to leave by staff and therefore she was required to do so. The female then tried to engage me in an argument, I could tell she was heavily intoxicated and annoyed. I had to use caution not to escalate the matter but knew I needed to deal with this as quickly as possible as I needed to identify the possible attacker of the assault. I interrupted her and explained in a firm but calm and clear tone that she needed to start making her way home, a friend then stepped in to say she would help the female walk home. I made sure to speak to her at a lower level than the one that she was currently at, as I understood as per Betari's Box principle (College of Policing, 2019) that my attitude would directly affect the females' behaviour. Once she realised there was no negotiation and that she had no other choice, her and her friend began their walk home. During the situation I was aware of and applied the national decision making model to structure my rationale of what to do during the incident and why (College of Policing, 2013).

My tutor and I were then approached by a male member of the public, the male explained that he was the son of the victim and had been presented in the smoking shelter at the time of the assault and had witnessed what had happened. At this point my tutor and I were joined by another two officers from our station who had come to provide us with support and back-up. They offered to speak to the male and obtain any details needed from him, he then reiterated what the name of the attacker was and confirmed he had seen him attack his father. At this point a female started shouting to officers that there were two males fighting further down the street. My tutor and I started to make our way down the street, as we crossed the road and rounded the parked cars we could see two males on the pavement,

a few houses down from the public house arguing and subsequently being separated by a female.

We separated the two males and I began to speak to one of the males involved as my tutor took the other male a little further down the street to speak with him. The male I was with was very reluctant to engage with me at all. I attempted to build some rapport with the male, I asked if he was ok and what was going on. I made sure to speak to him in a clear and calm tone, I also ensured I was stood in the 'proper stance' as per my training. This stance reflects an officer who is on balance and whose hands are held above the waist in a non-threatening manner and are in a suitable position for controlling a subject if needed. The elbows are tucked into the side of the body to enhance retention of equipment and to prevent the officer 'offering' their hands to be cut by the presence of an edged weapon (College of Policing, 2005). At this point my tutor re-joined me, the male he had spoken to had said he did not want to speak to police and started walking home, as my tutor knew his name from a previous encounter he was happy to allow this. However before he left the scene he was heard to call the male I was speaking to by the name of the possible attacker. As such I asked the male what his name was, he questioned why and I explained that I was investigating what had happened at the public house earlier. He then provided a name but seemed to struggle to be able to spell it when asked to confirm the spelling of the name as it can be spelt two different ways. He told officers he did not have a wallet on him when asked if he was in possession of any ID or anything that may confirm his name. It was clear the male was intoxicated and that he didn't want to speak to us. I then asked for his date of birth to be able to do a check on the police national computer (PNC) for him, again he was very reluctant to do this and seemed to struggle to provide one. Again I explained that we were looking for someone in connection to what had happened at the public house and that if we could confirm that he was who he said he was then it would be the end of the matter and I would happily apologise for wasting his time. The check on PNC over the air didn't return any results, which is not unheard of but is certainly uncommon. At this point I was suspicious as to whether the male had provided us false details; firstly due to his demeanour, his delay in spelling his own name and when providing a date of birth and also the other male calling him by a totally different name. I then used my police issued Samsung device to check the local computer system, Niche, for the name we had been provided by the controller and the victim's son. This returned one result, I checked the photo held on the file and it was immediately clear, due to some very unique facial features, that the male I was speaking to was the male who had been named by the victim's son and the controller in the PSC.

I then confronted the male, I told him I believed the name he had given me was false and told him what I believed to be his real name. As I now had reasonable grounds to believe this male had committed the assault, I told him I was arresting him on suspicion of actual bodily harm followed by the caution and the necessity for the arrest. He made no reply to the caution. I done this using powers set out under Section 24 of the Police and Criminal Evidence Act (PACE) 1984 (Police and Criminal Evidence Act, 1984). I then asked the male to place his hands behind his back so that I would be able to apply handcuffs. The male refused, he stated that he would come with us but he wouldn't allow officers to handcuff him and that he wanted the van brought closer so he didn't have to walk to it. I began to attempt to reason with the male, I explained that everyone that gets arrested is handcuffed. I explained this was to ensure officers safety and to prevent escape. However the male didn't want to listen to my explanation, he kept repeating that he wanted the van brought closer. I began to apply the five-step appeal model (College of Policing, 2019), although due to his intoxicated state he didn't seem to listen nor care. Once I reached the end of the appeal I then, using the national decision making model (College of Policing, 2013), took hold of his

right wrist and my tutor took hold of his left wrist, using powers set out under Section 117 of PACE (Police and Criminal Evidence Act, 1984). I also considered if the use of force was; justifiable, proportionate, lawful, accountable, necessary and ethical, this allowed for force to be used in accordance with Human Rights Act 1998 (Human Rights Act, 1998). Specifically articles two, three and eight; right to life, right to prohibition from torture, inhuman or degrading treatment and right to private and family life, respectively. The male did not physically resist however he continued to be verbally resistant and refused to put his hands behind his back.

I then applied handcuffs to the rear, checking for tightness and that the double lock had worked as per my training. Just before the male was handcuffed the other two officers at the scene had joined my tutor and I, again to help ensure our safety if their help was needed. Having another three officers present boosted my self-confidence as I knew that if the situation was to escalate then I had immediate help present. I then searched the male using powers under Section 32 of the Police and Criminal Evidence Act 1984 (Police and Criminal Evidence Act, 1984). A phone and a wallet were found on his persons, these were retained and subsequently booked in as his property upon arrival at custody.

The arrested male was then escorted to the marked police van that was parked outside the public house, at first he resisted this but after officers spoke to him and lightly pulled him by the arms he complied. The male was then helped into the cage in the rear of the van and transported to the local custody unit where his detention was authorised by the custody sergeant. During transport he continuously shouted abuse at the officers, I attempted to calm him by engaging him in conversation and explaining what would happen at custody but he made it very apparent that he did not want to speak with me. I realised that I could be potentially antagonising him and thought it best to allow him time and space to himself to calm down.

In conclusion I regard the incident as a success, the perpetrator of a serious assault was identified and apprehend without injury to themselves or officers. I applied a range of skills to ensure a professional approach to cultural, ethnicity and language issues as well as legislation was abided by. Moreover I am satisfied that the application of fundamental elements of effective communication were considered and used, the male was communicated to an affective and appropriate manner, even when he was verbally resistance and abusive. Where force was used it was necessary to the situation and a range of models and methods were used to ensure it was proportionate and justifiable. All efforts were made in an attempt to not escalate the incidents and treat people fairly, with dignity and respect no matter their actions or behaviour.

Word count: 2460 words.

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:

The ability to treat every single person in a fair and impartial manner is fundamental to the role of a police officer. They must always strive to act with compassion and empathy, always acting without prejudice and upholding the person's human rights and equalities as written in law. This is one of the ten standards of professional behaviour set out in the code of ethics for police in England and Wales (College of Policing, 2014). These standards reflect the expectations that the professional body and the public have of the behaviour of those working in policing. They originate from the Police (Conduct) Regulations 2012 (for police officers) and the Police Staff Council Joint Circular 54 (for police staff).

An incident in which this was crucial was following what is known as an abandoned 999 call. This is, as the name would suggest, when a person calls 999 but does not 'complete' the call. This can range anywhere from hanging up before the call is even answered by a call taker, to speaking to the call taker but not giving any specific details, such as name or location and then hanging up the phone expectantly. Sometimes a person may call the emergency services, become scared and decide to end the call for whatever reason. This is practically important if they feel that a third party may discover that they have called for assistance and therefore escalate the situation, this is very prevalent in domestic incidents. When this happens the call taker will replay the recording of the call and try to establish any further details, such as whether there is a disturbance heard in the background or any specific words or phrases heard. The call taker will then try to establish the location of the call, this can be done through a number of means. One of these means is by searching the telephone number on a range of databases and the local police computer system, Niche, this can return who uses the phone, who it is registered to, what address it is registered to and subsequently who lives at the address, their warning markers and any previous occurrences at the address. Also if the call was made from a mobile phone it is possible to use triangulation and obtain a location of the where the phone was at the time of the call, however this can sometimes be a radius of a few hundred meters and subsequently encompass a number of properties.

A call was received from a male who sounded in obvious distress, he requested police but then cleared the line before further details could be taken. The call handler began the

process of locating the call, using the above methods. However shortly after this another call was then referred over to police from the ambulance service, this usually happens if the ambulance service believes they require police attendance at the incident. This can be because it is believed that there is a potential threat of harm to the caller or the paramedics attending. This second call had been made from the same number, at the same address, however this time the caller had requested ambulance rather than police. This time the caller sounded to be a female, she had stayed on the line with the call handler and provided further details. Again she was clearly in a huge amount of distress and was hyperventilating, she stated that her boyfriend was choking, she then stated he had fallen down the stairs and then stated that he was bleeding very heavily. She could be heard begging him not to die and saying sorry repeatedly. The male sounded like he was choking in the background.

All of this information was passed to both response police officers and ambulance personnel for an immediate emergency attendance. On the way to the call my tutor and I discussed our plan of action, we both agreed that we had sufficient grounds to force entry if required to do so under Section 17(1)(e) of the Police and Criminal Evidence Act 1984 (Police and Criminal Evidence Act, 1984). This power allows a constable, if they have reasonable grounds to force entry to save life or limb. We then donned gloves, as there had been a mention of blood and activated our body worn videos. My tutor and I were first on scene and were immediately joined by another two officers from our shift. The ambulance service were still trying to find a free resource to allocate to the call. The front door was ajar upon our arrival and we entered the property, it was a three storey terraced house with a very steep staircase by the front door with no balustrade. There were marks and blood on the walls where it would appear the male had fallen down the stairs. The male was located in the front room, sat on the floor leaning up against the wall, holding his neck. He was pale in colour, breathing heavily and appeared to be bleeding from the mouth although not heavily. The female was located in a first storey bedroom still very upset and crying, looking after a 6 month old baby.

The immediate and most important matter at hand was to ensure that all present were physically ok and administer any required first aid. My tutor and I spoke to the male and the other two officers spoke with the female upstairs. The male at first said he was fine and that nothing had happened although he went on to say that he had slipped and fallen down the stairs, hurting his neck. The female and the baby had no physical injuries. As there was a high risk of a potential spinal injury I got into a seating position behind the male and assisted in immobilising his neck awaiting the ambulance arrival. My colleagues and I then began the process of building rapport with both parties and piecing together a picture of the events that had led to the phone calls and subsequently our attendance.

The male at first was very reluctant to speak with officers, he seemed upset and quite withdrawn. When an individual is not forthcoming with details of the circumstances of what has happened it is crucial that an officer uses great care to not agitate or aggravate the individual, especially if the officer believes they may be the victim. They must be treated with respect and the slow process of building a relationship of trust must take place. I have found that the best way to do this is after asking the initial declined questions is to then change the subject completely, to just get the person talking even if it isn't about anything relevant at that time. This comforts the person, allowing them to see past the uniform and view the officers as people and not just police officers, knowing that they can talk to them and in turn trust them. This can be very challenging especially if a person has little trust in the police service to begin with and even more so as officers have very little initial training in dealing with such things. Add to this social, legislative, cultural, ethnicity and language issues and the whole situation can appear to the inexperienced as very overwhelming.

As I was sat in such close proximity to the male we began to talk, he didn't have a local accent so we began by speaking about where he was from and what had led him to move to the town in which he was now living. We spoke about what he done to earn a living, the difficulties that he faced in finding work, his lack of a formal education. His ambitions in life and his career, he said that he used to always want to be a police officer as a child, so we spoke in depth about the joining process, I opened up about my own experiences to show him that I too was just a human being and to build that trust. I encouraged him to talk about his hobbies and interests, I noticed a large collection of game consoles and games so we spoke about that. We spoke about the pressures he had faced after being made redundant, losing touch with family and friends, seeing those friends on social media appearing to be succeeding in their own lives and the death of a number of his family members. He began to open up to me about meeting his girlfriend and fathering their first child, living pay day to pay day, being unable to provide the life that he wanted to for his family. He explained the difficulties his girlfriend had faced in her life, he told officers how she had been sexually abused as a child by a family member and the resulting mental health and anxiety difficulties she faced, how her family had been torn apart when the news came out and how she no longer spoke to her living relatives. He spoke about the arguments him and his girlfriend had been having lately and how it all seemed to be falling apart since the baby had been born and him losing his job. Slowly, step by step, he began to disclose the circumstances that had led up to what had happened that evening. He spoke about the previous arguments and how they had started to argue again that evening, how she made him feel and how he felt like he had failed her. He explained how he had fallen asleep after drinking heavily and awoke after he started to choke for an unknown reason, he had grabbed a drink of water that she had placed at the side of the bed for him but this only seemed to make it worse. He then began to feel as if he was going to vomit, but the panic only escalated when he saw the blood come out of his mouth. This is when he made the first 999 call, although he can't remember what he said. He then got up out of bed and went to go down stairs, his girlfriend following closely after him. He believed in the panic he then slipped at the top of the stairs and fell, he tumbled down the stairs head first, going over about two or three times. He knew that his girlfriend had had her hand on his shoulder just before he fell.

My colleagues and I had been at the scene for nearly three hours at this point, they had been passing regular updates to the controller in the public service centre and they had been trying to help in any way they could, even making the baby a bottle of milk when he awoke. The ambulance service had been contacted multiple times but due to officers now being present at the scene and there being no immediate threat to life, although a potential spinal injury, the call had subsequently been downgraded and would be allocated when a unit was free from a more urgent call. My colleague had asked the controller to re-listen to the recordings of the initial calls, it was believed that in the background of the second call a male could be heard to be saying "you pushed me" repeatedly. Due to this disclosure my colleague believed that he therefore had reasonable grounds to arrest the female on suspicion of domestic violence related assault. She was then conveyed to custody, at all times the upmost level of sympathy and caution was used due to her history of mental health and her current wellbeing.

Diversity and inclusion is often thought of as primarily ethnic minorities or sexual orientation based however it can be a tremendous spectrum of different experiences and adversities. In this case both parties had faced an incredible amount of variety of hardships and struggles in their lives. They had little to no support network other than each other and felt like outcasts of society, living in near poverty through no fault of their own. They were not included in social or work groups, both struggling to socialise and find employment, all the time struggling to make ends meet and provide for their young child. Add to this the

additional pressure of Christmas fast approaching, ill health, unemployment and debt and the situation quickly becomes a pressure cooker for arguments and disagreements. It can be almost impossible for someone who has not faced even a small percentage of these problems and diversities to relate and appear approachable to the subject of these issues. This can then be further compounded by the fact that a large number of people, especially those from minority groups, have preconceived ideas of the police and how they might be treated if they even have the chance to express their worries and concerns to an officer. It is therefore fundamental and of the utmost importance that a police officer is able to listen and empathise with the people that they have contact with, even if they might not have faced the same problems that another has. It therefore needs to be recognised by the officer that the individual's problems are exactly that, individual. They are of no lesser importance just because the officer or society as a majority do not experience the same issues that they do on a daily basis. All people, each and every single one have the fundamental human right to be treated as exactly that, a human. Their views and opinions should be valued and the help that they need should be accessible no matter their circumstances. A modern day police officer must continuously learn from the life experiences of others, whether that be good or bad, to widen their mind of the diversities that might be invisible to them but that hold dominion over other people's lives.

Word count: 2309 words.

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:

To fully understand the role of discretion in the decision-making process we must first explore what exactly is meant by the term 'discretion' in a policing context. Probably one of the most cited definitions of 'discretion' is that offered by Kenneth Culp Davis: "A police officer has discretion whenever the effective limits on his or her power leave him or her free to make a choice among possible courses of action or inaction" (Davis, 1971) (Bronitt & Stenning, 2011). The Right Honourable Lord Scarman also stated in his report on the Brixton Riots in 1981; "'Fiat justitia, ruat caelum'" (let justice be done though the heavens fall) may be apt for a Judge: but it can lead a police officer into tactics disruptive of the very fabric of society" (Scarman, 1981). Furthermore Michael S. Pike noted in his book *The Principles of Policing* that discretion can be regarded, as another element of the fundamental principle of 'consent and balance' (Pike, 1985). All of these help shine light on what is a vast and greatly discussed topic of modern day policing but in essence it will always return to the fundamental nine principles of policing known as the Peelian Principles which summarise the views developed by Sir Robert Peel to define an ethical police force (College of Policing, 2014) (The New York Times, 2014).

Sir Robert Peel developed the term "policing by consent" this is the idea that police officers are simply citizens in uniform, most commonly summarised by the famous quote taken from the seventh of the nine principles "the police are the public and the public are the police" (College of Policing, 2014). It should however be noted that the term "policing by consent" refers to "the power of the police coming from the common consent of the public, as opposed to the power of the state. It does not mean the consent of an individual. No individual can choose to withdraw his or her consent from the police, or from a law" (Home Office, 2012). Charles Reith went a step further in explaining the Peelian Principles as "unique in history and throughout the world, because it derived, not from fear, but almost exclusively from public co-operation with the police, induced by them designedly by

behaviour which secures and maintains for them the approval, respect and affection of the public” (Reith, 1956).

Discretion by definition allows an officer the freedom to decide what should be done in a particular situation. This therefore allows an individual officer the freedom to apply a range of tools and processes available to them and which are therefore suitable to the given situation, allowing an arrest to be the final option and alternative outcomes to the formal justice system to be used. These are known collectively as out-of-court disposals and restorative justice. However this does not fully encompass all avenues of managing an individual occurrence and an officer may choose to offer suitable words of advice or following advice from the Crown Prosecution Service (CPS) or their supervising officer to take no further action.

One such occurrence where I have personally used my professional discretion and judgment during my tutorship as a student police officer is as follows. Whilst on mobile patrol in a vehicle with a colleague, a vehicle was identified as possibly exceeding the posted speed limit for that road. My colleague and I decided that it was suitable to attempt to stop this vehicle, as such my colleague who was driving, positioned the police vehicle behind the vehicle in question. He then matched the vehicles speed for evidential purposes as the vehicle he was driving had an on-board camera and calibrated speedometer fitted. He then activated the emergency lighting on our vehicle to signal that he required the subject vehicle to stop. He did so utilising his powers under Section 163 of the Road Traffic Act (Road Traffic Act, 1988), which requires a person driving a mechanically propelled vehicle on a road to stop the vehicle on being required to do so by a constable in uniform. This section also makes it an offence of failing to stop when required to do so. The vehicle complied and pulled over to the side of the road in a safe location. I exited the vehicle and approached the driver, activating my body worn video as I approached the vehicle to speak with the driver. I greeted the driver and asked if he wouldn't mind coming to join us in the police vehicle and to bring his driving licence if he had it with him. My colleague spoke to the driver and explained why we had stopped him and showed him footage of the offence he was suspected of just committing along with the calibrated speed that was displayed on the screen mounted in the police vehicle. Whilst my colleague done this I used my police issued Samsung device to conduct a Police National Computer check on the driver, his licence and the vehicle. The results of these checks were automatically recorded in my electronic pocket note book (ePNB) as per regulations set out in the Criminal Procedure and Investigations Act (Criminal Procedure and Investigations Act, 1996).

These checks showed that the vehicle did not have a valid Ministry of Transport (MOT) test certificate, the driver also then disclosed to my colleague he already had three penalty points on his licence from approximately a year ago for a speeding offence. I considered my powers for dealing with these offences and what disposal methods were available in this situation. I mentally consulted the National Decision Making (NDM) (College of Policing, 2013) model to help me form a structured rationale of what I should do and why. By using the national decision making model in this manner it allowed me to dynamically assess the range of disposal methods I had available to me. I also thought of the acronym JPLANE (justifiable, proportionate, lawful, accountable, necessary and ethical) when making my decision. There are a range of methods of disposal for motoring offence, these include; a verbal warning, reporting a suspect for the purpose of issuing a written charge, the vehicle defect rectification scheme (VDRS), a traffic offence report (TOR), affixed penalty notice (FPN) or arrest and charged (Bryant & Bryant, 2018). I decided that the most suitable method in which to deal with the offence of using a motor vehicle on a road without a valid test certificate was by means of a Traffic Offence Report (TOR), as such I followed the POCLAROC acronym. I pointed out the offence, using simple language and explained the

offence. I then used the 'when' caution and noted any reply, I explained that the driver was not under arrest but I required their details. I then obtained the drivers name, address and driving licence number, I asked questions relating to the offence and recorded his replies. The driver stated he wasn't aware that the vehicle did not have a valid test certificate as it was on a lease agreement and that the lease company had not informed him when it would require to be tested. This unfortunately is not a defence to this offence as it is the driver's responsibility to ensure that the vehicle is suitably insured, roadworthy and that it has all the legal documentation required for it to be used on the public roads. I completed the traffic offence report paperwork and explained that he would be reported for the offence. I then used the 'now' caution and asked the driver to sign the traffic offence report, to which he complied. Once again I mentally consulted the National Decision Making (College of Policing, 2013) model and decided to deal with the offence of exceeding statutory speed limit on a public road by means of suitable words of advice. I explained this to the driver and why I felt that it was appropriate in these circumstances, the driver agreed with what I had to say and thanked me for using my discretion. I felt that this decision was justifiable, proportionate and lawful given the circumstances.

Since issuing the traffic offence report the vehicle has been found to have been presented at an MOT test centre to be tested and having passed the test on the following day from when it was stopped by my colleague and I. This is obviously a particularly positive result as it shows the driver has recognised his error and has taken necessary action to rectify the issue, in all making the roads a safer place. This demonstrates the importance and positivity of using discretion and allowing officers to deal with offences and people as individuals. The traffic offence report was then later submitted to the motoring unit for their decision on how they would deal with the matter. As explained to the driver at the time, the motoring unit can also use a range of disposal methods to deal with the offence. They can decide to take no further action, issue a vehicle defect rectification scheme notification, issue a notice of intended prosecution or a courts summons. In this case they issued the driver with a notice of intended prosecution, which is the most common method of dealing with a vehicle being driven without a valid test certificate. It is a non-endorsable offence, meaning it does not result in any penalty points on the drivers licence and is usually dealt with by means of a fine. However following the issue of a notice of intended prosecution to the driver it has not been paid and therefore the matter must now go to court. During this investigation I ensured that I complied with the Criminal Procedure and Investigations Act 1996 (Criminal Procedure and Investigations Act, 1996), I ensured this by recording, retaining and revealing all material obtained during the investigation in accordance with the act as I am required to do so. This was achieved by only using my electronic pocket note book and my issued traffic offence report ticket book, both of which are accountable and reviewable.

Discretion is a very important tool to a modern day police officer, it allows the officer to adopt a 'common sense' approach to dealing with incidents. This allows for a far more personal feel and hopefully a better outcome for all parties involved. Police officers have a wide range of powers available to them but it is not always necessary to use those powers to achieve a satisfactory outcome. Strictly adhering to law or policy can have a negative result on the public perception of the police and will ultimately not achieve a desirable outcome, undermining the initial intended purpose of these powers. There are on occasions where being able to exercise a certain degree of professional judgement and exploring other alternative disposal methods or resolutions achieves a far better solution to the initial problem. The proper use of discretion in a policing context should be recognised as a skill, it is often difficult to know when to act and when to seek a different method of resolution. This skill and ability must be honed over years of experience and with the advice of superiors and more knowledgeable officers. If every single person that broke a law, no matter how

small or insignificant, were to be prosecuted indiscriminately without any opportunity to right their wrongs then it would vastly undermine the police and their ability to police by consent could potentially be brought into question. This in turn can lead to community tensions, leading to unrest and potentially resulting in wide spread violent disorder.

However it is important that it is recognised as a skill, which can be used by officers when it is suitable to do so. If this power to use their own professional discretion and judgement is abused by officers it can result in undermining and potentially destroying the public's perception and faith in the police as a whole. Discretion is not there to allow officers to positively discriminate and let people get away with offences with no action being taken against them and therefore no prosecution or justice being achieved. This is certainly not the purpose of discretion and would be in breach of the Police Codes of Ethics (College of Policing, 2014). Conversely discretion is also not to be used to unfairly discriminate against individuals as the officers feel fit to pick and choose their targets, again this would obviously be perceived as a breach of the Police Codes of Ethics (College of Policing, 2014). This could again potentially result in a mass change in public perception of the police if they feel that certain groups of the community are being targeted or being treated differently to everyone else, whether that be positive or negative discrimination.

The use of discretion to effectively abuse the powers that police are afforded can be seen in particular when looking at the riots that occurred in 1981 in Brixton, South London. Over a course of months there was growing community unease and tension due to the community as a whole feeling that they were being treated unfairly by the police. This resulted in wide spread rioting where 299 police and 65 members of the public were injured. 61 private vehicles and 56 police vehicles were destroyed along with 28 premises burned and another 117 damaged and looted. In total 82 arrests were made (Scarman, 1981). In the following months there was wide spread unrest throughout cities in the United Kingdom, this was fuelled by racial and social discrimination. The report by Lord Scarman that followed found unquestionable evidence of the disproportionate and indiscriminate use of 'stop and search' powers by the police against black people (Scarman, 1981). This can therefore be seen as the obvious catalyst to the community unrest and subsequent violent disorder.

In conclusion, discretion is an important and fundamental tool of the modern day police officer. It is not there to be abused and must be treated with the respect it deserves. The result of using it inappropriately or discriminately has been seen before in history and as such it must be used with caution, non-bias and in an ethically correct manner. Discretion plays an important role in ensuring the continued wide-spread support of the police in England and Wales and allowing the police to continue to "police by consent" something which is unique to this country and should be recognised as fundamental to our society. If officers cannot be trusted by the public and parliament to use their powers of discretion in accordance with the Police Codes of Ethics (College of Policing, 2014) and the Peelian Principles (College of Policing, 2014) then it can result in history repeating itself with grave consequences.

Word count: 2451 words.

Development Plan

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
Self confidence	Experience a wider variety of new and different situations to be able to develop a greater range of skills to draw on. Will be achieved over more time in role.	Support from team and supervisor, providing constructive criticism and advice.	Short-term: Next 3 to 6 months Long-term: Ongoing throughout career
Authority	By developing self-confidence a natural authority and the ability to calmly control any situation will be developed. Again this will be achieved by being exposed to a wider range of experiences.	Support from team and supervisor, providing constructive criticism and advice.	Short-term: Within next 3 to 6 months Long-term: Ongoing throughout career
Law and policing knowledge	Again to support the above two points, a fundamental and thorough understanding is required. Through experience and application of knowledge. As well as further reading and studying.	Colleagues and supervisor. As well as self-motivated study.	Short-term: Within next 3 to 6 months Long-term: Constantly ongoing throughout career
Reflective writing	Taking on board feedback, learning and adapting approach to achieve better results.	Colleagues, supervisors and University. As well as self-motivated study.	During next 18 months. Learning and adapting as time progresses.

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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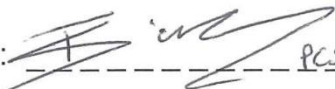
Date: 04/01/2020

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:  (Learner)

Date: 04/01/2020

Signed:  PC5845 (Tutor Constable)

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