

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (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) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality.
- 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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate 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 particularly 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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc 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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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
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Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
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Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will critically evaluate theories of team dynamics as a means of developing team cohesion and to what extent group dynamics are shaped by wider organisational cultural norms. I will interpret my findings and relate this to how team dynamics within the police service can result in failing to comply with professional standards requirements.

Team dynamics are the unconscious, psychological forces that influence the direction of a team's behaviour and performance (Optimist Minds, 2021). The way a team behaves, reacts, and communicates with each other has a great impact on the outcome of teamwork and the success of a team depends on it.

A team should have specific characteristics to achieve certain goals, such as: shared purpose, trust and openness, willingness to correct mistakes, diversity and inclusions, interdependence and sense of belonging, consensus decision making and participative leadership. Poor dynamics can be caused by various aspects such as weak leadership, excessive deference to authority, lack of motivation and poor communication.

In the police service when starting as a new employee as a police officer or joining a new team there are barriers we face before working efficiently with other team members. There are various stages that we experience, and we must develop throughout each stage to encourage positive work relationships and to improve working methods. Tuckman's Theory 1965 describes the path that teams follow on their way to high performance through five stages as follows:

Forming is the very beginning of the team formation. During this time team members are unsure of the team's purpose, how it will work and what their role will be within the team. They may be anxious or excited and will be looking for leadership to follow. As a new police officer, it can be daunting and new officers commonly look to the sergeant for guidance but often look for strong members in the team to support them too. The development of how the team works after this stage can depend on the amount of support provided within the team.

Storming takes place next. This stage is when team members become slightly more comfortable and push against established boundaries. For example, they may push for their preferred way of working or may challenge authority. If individual roles have not yet been established, then individuals may feel overwhelmed or frustrated. During the storming stage there is potential for conflict. During this stage it is important that while team members gain the confidence to push boundaries, it must be managed to avoid interpersonal conflict. The sergeant should ensure all team members understand their personal role and set boundaries. By ensuring all members are participating and carrying out their duty correctly there is less room for conflict between team members. This should be continued through the rest of the stages to achieve the best strategy of working within the team. Police principles should set the standard for the team's behaviour and these should be referred to by the sergeant when guiding the team.

The norming stage is when team members begin to settle. Team members become more aware of how other members work and people resolve their differences.

During this stage each team member will feel more comfortable which will allow them to ask more questions and work closer with other members of the team.

If the norming stage is successful it will lead to the performing stage, at this stage a team is working to its full potential. The team should become more able to achieve their goals as there is a more sustainable structure and team members appreciate each other's strengths.

For a new police officer with the support of their team if they have taken on the support, they are likely to have grown in confidence and become more independent and efficient. This is likely to happen at the end of their tutorship period. However, if a new police officer declines the support of their colleagues or does not have support and guidance available to them from their colleagues or sergeant this is likely to result in failure to comply with professional standards. As a police officer a vital part of development is learning from other officers. Working together is a significant part of the job and ensuring the safety of officers and the public is vital.

The final stage is the adjourning stage when the team comes to an end. This can be due to various reasons. Within the police force due to demand and changes in circumstances it is very likely that teams will be altered. The adjourning stage may also take place if the officer does not meet the professional standards of the role and does not complete their probation period (Mind Tools, 2021).

This theory gives an overview of team dynamics that are present in a workplace and how they change over time. By using Tuckman's theory, we can see how within the police force team dynamics can result in failing to comply with professional standards requirements. In the forming stage it is important for leadership to take place. A new team member needs guidance and support to ensure they follow policy and procedure correctly. All members should set a strong example to the new team member allowing them to see other officers following the code of ethics and working efficiently. The new team member should also ensure they ask for support and guidance when they need it, to ensure that they are taking ownership of their own responsibility to carry out their role to the best of their ability.

This theory outlines each stage of a team's development. However, it does not differentiate to specific situations such as a team that is already established welcoming new team members. The theory also does not relate to a specific leader within the team such as in the police where a rank of authority is prominent and highly impacts the team dynamics. The theory can be used as a outline of how a team develops over time. However, other theories can be used to look at more specific contributing factors to failure or success of a team and their ability to meet professional standards.

When a team forms to thrive, it must have an underlying motivation. Frederick Taylor's theory set out a scientific proposal that payment was the incentive for

productivity. However, George Elton Mayo carried out the Hawthorne experiment to find out the impact different incentives have on employee's productivity. The Hawthorne effect showed that when employees were treated well, they became more productive. Mayo's Theory of Motivation proposed that environmental factors and payment incentives did not motivate workers. He concluded that positive relational factors tend to play a more significant role in productivity and job satisfaction. Mayo's theory supports the view that within the police force it is important to encourage positive work relationships and support each other to achieve the best productivity and maintain professional standards (Management Study HQ, 2022).

Emotional Intelligence is the ability to manage your own emotions and those of others. To do this you must understand these emotions. Daniel Goleman developed a framework of five key components that make up emotional intelligence. He believed that by applying emotional intelligence to achieve objectivity and equality it will improve the workplace culture and employee fulfilment (Goleman, 1995).

The theory of 'The Nine Belbin Team Roles' is a cluster of behavioural attributes identified by Dr Meredith Belbin. This theory indicates that the most successful teams are made up with a diverse range of behaviours. The nine Belbin team roles are: Resource Investigator, Team worker and Co-ordinator (the social roles); Plant, Monitor Evaluator and Specialist (the thinking roles), and Shaper, Implementer and Completer Finisher (the action or task roles). The nine roles can be ascertained by less than nine people as each person can attain more than one role.

This theory relates to a policing work setting as every part of the team needs to contribute in various ways and it is important that everyone understands their role. It is also important for those who have strengths in specific areas to support those who do not. This enables all members of the team to work to the best of their ability and be advantaged by the strengths of others. An example of this within the police force is when one officer has completed an area of training that other hasn't. Such as a method of entry course. The officer should assist other team members to ascertain the best outcome.

However, as a police constable each team member has similar aims and objectives. The job of the sergeant has the important role of managing the team. I believe all nine of the roles set out in Belbin's Team roles need to be ascertained by every individual on the team. The team members who have strengths in particular roles are then able to support those who lack in certain areas.

Interpersonal conflict occurs when a person or group of people interferes with another person's efforts at achieving a goal. The behavioural component of conflict involves interfering with the objectives of another person. For example, if a police officer is dealing with an incident and another team member refuses to assist with golden hour enquiries their investigation will be slowed down and less efficient. The cognitive component involves a disagreement between the parties that illustrates the differences between the interests and objectives of the conflicting parties. For example, there may be a disagreement on the allocation of work as some team

members may feel they are carrying out more work than others. The affective component relates to the negative emotional states of the conflicting parties. For example, conflict in the workplace may cause team members to feel frustrated and stressed (Grimsley, 2015). When team members feel frustrated and stressed their productivity levels are likely to decline. This means that professional standards may not be met.

Interpersonal conflict can have a significant effect on each team member's performance. It can also indirectly effect members of the team not directly involved within the conflict. It is important for the leader of the team such as a sergeant and those present in the team to take steps of intervention to resolve interpersonal conflict in the workplace.

These steps may include vocally discussing and addressing the issues present. By vocally discussing the issues team members can understand other members opinions and point of view. The discussion should be goal-orientated and strongly encourage a positive outcome. Members should practice active listening which is a tool that can be used to ensure all parties can express their views. This not only displays empathy but also helps you to understand the cause of the issue. This means listening to other parties without interruption and asking questions to clarify your understanding. Displaying empathy is important when discussing issues and concerns. By understanding the views and feelings of your team members you are encouraging a better relationship, and this can discourage future conflict (Indeed Editorial Team, 2021). LEAPS stands for listen, empathise, ask, paraphrase and summarise. This is term is taught to us within training as a police officer. This is important to remember when communicating with the public but also when communicating with those we work with.

To conclude, Tuckman's theory of team dynamics gives a brief outline of how a team works from beginning to end. However, the theory is basic and has no consideration to vital factors when developing team cohesion therefore is difficult to apply to all teams. The Nine Belbin Team Roles indicates the roles that need to be undertaken within a team to develop team cohesion. However, each constable on a response team has the same role with a sergeant as a leader. It is important for all members to obtain the roles to carry out each incident to the best of their ability as they are likely to attend incidents single crewed without the other team members present.

However, I believe it is important for those within the team that have strengths in specific areas to share their knowledge and experience with others. For example, a more experienced officer will have experience with communicating with specific individuals, knowledge of the area and will be aware of policies that not all new officers may be aware of. The support within the team between members and from the sergeant is vital to developing team cohesion and developing a strong and efficient team. In addition to these theories Mayo's Theory of Motivation also attributes to developing team cohesion and productivity of the team in the specified

examples. The motivation of a team and maintaining professional standards is clearly impacted by environmental factors and wider organisational norms.
(2111 words)

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will refer to a policing incident where I played a significant role with a victim of crime and reflect on the incident and my actions. I will discuss the police approach and other relevant agency approaches towards vulnerable victims and victims who are at risk of harm. I will also refer to evidence-based policing and how this has been implemented regarding tackling repeat victimisation and repeat offending. I will use Gibbs Model of Reflection to structure my essay (The University of Edinburgh, 2020).

A person is vulnerable if, because of their circumstances, they are unable to take care of or protect themselves or others from harm or exploitation (National Vulnerability Action Plan (NVAP) Revised 2020-2022 v2, 2021).

Whilst working a night shift I became aware of a grade one response call that I attached myself and my colleague to. We were given the information that a call had been made from a female stating that her male partner had assaulted her, and she was hiding from him in the bathroom. Person checks were made on both the male and female. The male was a high-risk domestic violence aggressor towards the female. He also had warning markers for drugs and violence. This is a prime example of the advantages of carrying out person checks when on route to a call. Person checks make us as police officers aware of dangers we may face. However, they also make us aware of the level of risk the victim may be under from the perpetrator. In all calls officers should be cautious and carry out necessary actions to protect themselves and the public. However, by having prior knowledge we can use

our National Decision Model (NDM) to assess our actions based on the current situation with a better understanding of previous issues, intelligence and indicators of vulnerability and risk (College of Policing, 2013). Although it is a privilege to carry out person checks if there are no warning markers in place officers should still be prepared for the unexpected.

When we arrived at the location before leaving the vehicle, we ensured our Body Worn Video (BWV) was activated. BWV should be activated in every situation which has is a domestic element. This allows us to capture any ongoing offences at the scene on arrival and allows us to capture first disclosure from the victim.

On arrival the reporting person was stood outside the property. This gave us the opportunity to speak to her alone and gather our information. She disclosed to officers that her partner was very intoxicated and had repeatedly punched her and spat in her face. She had multiple bruises and injuries. She stated he was very aggressive and is likely to be obstructive to officers.

The female's sister was in the street at this point as she lives nearby. The reporting person was advised to go into her sister's house as she stated she has a good relationship with her sister and will feel safe there. We advised her to stay in the address as it is a place of safety and so officers could speak with her further.

Officers entered the property as given permission by the reporting person and the front door was wide open. The male who was clearly intoxicated in the property confirmed he was the male in question. Using the NDM I took the decision of arresting the male for domestic assault (College of Policing, 2013). The male was conveyed to custody where his detention was authorised. Due to making the arrest and the need for two officers to convey the detained person to custody no golden hour principles had been completed or safeguarding measures. However, a phone call was made to the victim to ensure her that the male had been arrested and that we would return to speak with her further.

Officers returned to speak with the victim. I obtained a positive statement from the victim however she did not want to make a victim personal statement at this time. I ensured she was aware that she was able to and what it was. The victim consented to a Public Protection Notification Report (PPN) and assisting me with submitting it by answering the DASH questions. Due to the nature of the situation and the victim's response to the DASH questions a high-risk level PPN was submitted. A disclosure statement was also obtained from the victim's sister. The victim also consented to a victim referral being made on her behalf. Photographs were taken of the victim's injuries. An assessment was made to establish if there were any forensic opportunities however this was negative. The victim was advised to contact the police if there were any further issues and was given a 'Live Fear Free' card which contains a contact number for a relevant helpline. As I was completing these actions my colleague carried out CCTV and house to house enquiries. All victim codes and updates were adhered to.

The police follow a domestic violence checklist which is implemented to ensure safeguarding measures have been taken and to tackle repeat victimisation. Some of the steps include speaking to both parties to understand the appropriate response, speaking to family members for a better understanding of the situation, notifying local authorities and keeping in touch with those involved (College of Policing, 2015). The police play an important role in supporting vulnerable victims and those at risk of

harm. From a response policing perspective, I believe it is difficult for officers to carry out follow up support with victims due to lack of time and resources, so I feel working with partner agencies is paramount to ensure victims receive the support and safety precautions that they require.

A police approach to supporting or managing vulnerable people or people at risk of harm is vital in keeping those safe and preventing further risk. The National Police Chief's Council (NPCC) has presented a National Vulnerability Action Plan. The aim of the plan is to focus on different types of vulnerability in relation to first response and initial investigations to victim care, first line supervision and leadership. The plan has been designed to inspire officers of all ranks to adopt a holistic approach when dealing with these issues. The Action Plan has seven identified themes and each theme relates to specific actions (National Vulnerability Action Plan (NVAP) Revised 2020-2022 v2, 2021):

1. Early Intervention and Prevention
2. Protecting, supporting, safeguarding and Managing Risk
3. Information, Intelligence, Data collection and Management of Information
4. Effective Investigation and Outcomes
5. Leadership
6. Learning and Development
7. Communications

A significant part of the police approach to tackling this subject is sharing information. MAPPA stands for Multi-Agency Public Protection Arrangements. The arrangements are collaboratively made through the police, probation, prison service and other relevant agencies to manage the risk of offenders that live within the community (MAPPA, 2021). Other agencies include Social Services, Health Services, Youth Offending Teams, Jobcentre plus, Local Housing and Education Authorities. The arrangements are set to manage the most sexual, violent and terrorist offenders under the provisions of sections 325 to 327B of the Criminal Justice Act 2003. MAPPA are supported by ViSOR. This is an IT system that allows police, the prison service and probation to share intelligence in order to prevent risk (MAPPA, 2021). It is important to protect the victim and ensure safeguarding measures are in place. MAPPA ensures safeguarding measures are implemented in regards to the offender and can manage the offender in the community.

This allows us to share information to ensure the correct actions are taken to protect and support victims of crime and those at risk of harm. The use of PPN's and victim referrals are an excellent tool used by the police to share information. However, I feel the police should have a more direct relationship with partner agencies to have a greater understanding of the support they provide. This could then allow officers to explain to victims what will or can be put in place to put them at ease during their initial contact with police.

From first-hand knowledge of speaking with multiple victims they have stated they have received positive support from DART which is a team supporting domestic abuse victims. Positive actions have included regular contact, counselling and providing them with CCTV doorbells as a safety precaution.

However, due to a multi-agency approach there is a risk of negligence as information may not be passed on correctly or used to carry out positive action. It is important that all agencies share all relevant information and act in an appropriate manner on receiving such information. For example, police should share all relevant information in a PPN in order for partner agencies to act on this information. Also, when partner agencies such as social services share information with police such as criminal behaviour the police then take correct action.

Evidence-based policing involves police officers, staff and volunteers who create, review and use the best available evidence to inform and challenge policies, practices, and decisions. It can also be supported by collaboration with academics and other partners. This research can be used to develop a better understanding of an issue and assess the effect of a policing intervention. This does not provide officers with definitive answers on how to deal with every incident they attend. However, it allows officers to reflect on each incident and evaluate the best way to deal with similar situations based on their experience and research provided from evidence-based policing (College of Policing, 2021).

Based on the research provided police forces create interventions and operations to enforce positive action. For example, the High Harm Perpetrator Unit Intervention has been created within Surrey Police focusing on Risk assessment and management. This intervention has provided a unique approach to proactively identify high harm perpetrators who may or may not be currently managed. It aims to directly reduce and prevent the harm they cause to the community and victims and increase the capacity by bringing together IOM and MAPPA resources (College of Policing, 2021).

Evidence based police has allowed us to follow specific procedures to avoid repeat victimisation and to tackle re-offending. For example, the use of PPN's. This allows us to share our knowledge of the incident with partner agencies such as social services and DART workers who work to protect victims and support them. It also allows us to share information with probation and prison services who then work with the offender to prevent re-offending.

My main thought process and feeling throughout this incident I attended was safeguarding. After a brief disclosure from the victim, I felt that the offender needed to be arrested and detained before taking any investigative action. I felt confident that the victim felt safe at her sister's address while her partner was removed. However, after the incident I ensured that I made the correct referrals which included all of my knowledge and observations on the situation to ensure partner agencies were fully aware in order to risk assess and support the victim.

On evaluation based on my analysis of this incident, I feel that the role that I played as a police officer was significant to safeguarding a vulnerable person and protecting the public. I made all the correct referrals and updated the victim fully. However, on reflection I did not make the victim aware of the follow up support she would receive as a result of lack of knowledge of partner agencies work

To conclude, I believe that my approach to the victim in the specific situation I have referred to was significant to safeguarding and dealing with the perpetrator. However, domestic violence is rarely a one off incident and working with partner

agencies and policing in the community is paramount to preventing repeat victims and re-offending. I believe that MAPPA is a significant tool that allows multiple agencies to contribute to this. However, I believe if agencies had a more direct relationship which I believe they do in more specialised teams then more positive direct and specific action could be taken.

My action plan moving forward is to make more direct contact with partner agencies in order to educate myself on the work they do to support victims and prevent repeat victimisation and also explore the work that is done within the criminal justice sector and within the community to prevent re-offending.

(2062 words)

Task 3

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 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

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: Emily Barnett (Learner – electronic signature accepted.)

Date: 27.04.2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.

5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will refer to a complex incident in which I played a significant role. I will critically assess the challenges associated with the response incident and the strategies developed for effective policing in such challenging situations. I will use Gibb's Reflective Cycle to structure my experience of the incident within this essay (The University of Edinburgh, 2020).

I attended at a call in the company of another police officer. Prior to attending the call, we received the information that a third-party report was made that a male had been stabbed by another male with a smashed glass bottle. Possible names of those involved were provided by the reporting person. I also requested a description of the suspect to identify him on arrival. On the way to the incident, I asked for relevant checks to be carried out on the names that had been provided. I also requested that the control room contact ambulance on our behalf. It is important to obtain as much information whilst on route to a call. This allows officers to carry out a risk assessment and to obtain as much relevant information and intelligence as possible to make the most appropriate decisions on attendance. Officers can also ask for suitable assistance if needed to such as a dog handler or firearms. Officers must do this whilst getting to the location at a fast pace.

Upon arrival there was a male stood in the street shouting and swearing. There was a female who stated she had called the police and that the injured party was inside a campervan. Inside the campervan was a male wedged between the front seats and stated he was stuck and in pain and regularly became unresponsive. My colleague and I made the decision to move the victim as there was a chance, he may have glass underneath him. During this time observations were passed over the radio and I requested that more police units attend to assist.

During this time, it was clear that the suspect of the incident was the male shouting in the street. As a police officer my instinct was pushing me towards making an arrest to detain the suspect and prevent any further offences and for the safety of the public. However, my main priority was the life of the victim and his safety. I used the National Decision-Making Model and based on a fast thinking process I decided to assist the victim to safety before dealing with the suspect (College of Policing, 2013).

On supporting officers' arrival, they were able to arrest the suspect based on the communications they received from myself and colleague. The suspect fought back against officers and was restrained because of this and escorted to the van and conveyed to custody. We were able to continue to support the victim whilst other officers detained the suspect. This also avoided cross-contamination between the victim and the suspect from officers. Cross-contamination is a very important aspect of an investigation and should be considered. However, this was not my priority within this investigation as protecting the public was our most important aim. Due to the ambulance waiting time we assisted and conveyed the victim to hospital. Further enquiries were carried out such as witness statements, house to house and CCTV enquiries. CID and CSI were informed of the incident. The scene remained in place for CSI attendance and all relevant evidence was then seized after CSI had attended.

Upon reflection, whilst travelling to the incident I gathered as much information and intelligence as possible. I felt that I was confident and ready to attend. Upon arrival to the call, I again gathered as much information as possible before acting rapidly. During this incident, I felt in doubt of my actions whilst assisting the victim due to the suspect being not yet detained on the street with the potential to cause more harm. During the incident, the victim was in fear for his safety. He told officers that as soon as police arrived, he felt at ease that he was safe and supported. Whilst conducting response policing there are various challenges we face. Lack of available resources is a common problem. During this incident, there were no other units available to initially accompany us to the call. Units from other sectors supported us, as units in our area were unable to divert from their current incidents. Due to this, the time lapse between our initial attendance and the arrest of the suspect was longer than it should have been but justified. During the time that the suspect was not detained he could have caused more harm or left the scene. However, it was more important to ensure the safety of the injured party. Due to the nature of the call and mention of a weapon there should have been more supporting units on their way however, this is not always an option due to the lack of resources available. Due to the location of the incident members of the public began to gather. This was not appropriate or safe and could not be managed initially due to the lack of resources. This is an ongoing issue within the police and effects the efficiency of

responding to calls in multiple ways. For example, it takes longer for initial attendance and for supporting officers to arrive. Also, with more officers more roles can be undertaken such as controlling a gathering crowd or preserving a scene and evidence.

Another challenge within this incident which can occur in a wide range of policing departments is the choice of initially attending to the victim or the offender. In many previous situations, once the information allowing us to understand what has happened has been provided often the offender is arrested before obtaining a statement and supporting the victim. This is to safeguard the victim and secure the offender. However, in this critical incident it was necessary to assist the victim before detaining the suspect to ensure the victim's safety was prioritised and any first aid could be administered.

After the incident I felt that my actions were the right actions and I now have no doubt in relation to this. As the suspect had become aggressive and violent towards officers on arrest my colleagues assured me, I had taken the right action by not arresting without the support of extra units. It is likely that if I had chosen to arrest whilst my colleague was attending to the victim this would have escalated the situation making us unable to put the victim's safety first. From speaking with my colleagues and sergeant it has been supported that I made the correct decisions. On analysis of the situation after speaking with all parties involved and witnesses it was clear that both parties had been in the campervan consuming a large amount of alcohol together. During this time the suspect became aggressive towards the victim which led to a verbal altercation. This led to the suspect then attacking the victim which included hitting him with a smashed glass bottle. As the campervan was parked on the road in a public street neighbours heard and saw the incident through the window of the campervan and a bystander called the police.

To conclude, I believe our response to this incident was positive as the victim was brought to safety and was able to make a full recovery following the incident. The suspect was also detained and arrested and following the incident fully admitted the allegations made against him. Our response led to fulfilling the core operational duties of a police officer. These are to protect life and property, preserve order, and bringing offenders to justice (College of Policing, 2018).

On one hand there were many actions that were carried out that allowed the incident to be dealt with in a positive and impactful manner. Whilst on route to an incident it is important to use this time efficiently. By carrying out checks on those involved we were able to assess the risk of those involved to a higher standard as we had gathered more information and intelligence before attending. Ambulance services were contacted by control room as per our request. This allowed ambulance to be informed at the first convenient point of the response. This also allowed officers to assist immediately on arrival in assisting the victim as time did not need to be spent making a call to ambulance services.

All parties that were spoken to by police were spoken to with respect. I was able to engage with the witness who made a third-party report and I also engaged with the victim. Both the victim and witness provided me with a full statement after the incident. They stated that they were overwhelmed with how respectful the police were when engaging with them. Engagement and communication have a significant impact on successful policing. Positive engagement with the public is a vital strategy within response policing which allows to build positive relationships and should form

a part of everyday policing. In this specific incident it has allowed us to bring an offender to justice as we have obtained positive statements from with victim and multiple witnesses which impacted the investigation (College of Policing, 2017).

On the other hand, there were some actions that could have been performed to a higher standard. For example, on attendance our main priority was sighting the victim and assisting him to safety. However, during this time I should have passed more insightful communication on the radio. This would have alarmed other officers to assist us sooner and the suspect could have potentially been detained sooner and a possible medically trained police officer may have attended based on sooner communications. Also, this is a clear example of the lack of resources impacting on police action. The police have reduced resources and have had to adapt to the growing demand. Due to this there is less officers who are able to respond to calls and it also takes longer to investigate and charge crimes. The number of complex cases are rising alongside the decrease of resources this is a clear challenge to the police. The police in England and Wales have had to adjust to large cuts in funding from the central government and the effects are observed in day to day policing(Institute for Government, 2019).

Based on my experience of this incident I have learnt to trust my instinct to ensure preserving life and protecting the public and other officers is my main priority. I feel that in relation to this the actions I chose were the right ones as following our attendance no further harm took place.

In the future when attending incidents of a similar nature I would feel significantly more confident to pass more information on the radio. The basic necessary information was passed however, I feel going forward I would pass more detail to ensure other attending officers and my sergeant and inspector are aware of the seriousness and the critical elements of the situation. When communicated plain language should always be used to avoid confusion. This is so all information can be understood and interpreted correctly.

I would continue to ensure that all relevant departments were made aware of the incident such as CSI and always ensure a crime scene was preserved to the best of our ability. However, the crime scene was contaminated by officers in this incident to preserve life and safety of the victim which I believe was the correct choice and I would do this again in a similar situation to ensure the safety of the public was prevailed.

(1937 words)

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) 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 an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 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.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Case File Building			8		5		I will attempt to build my knowledge and experience of case file building as carrying out as many case files as possible. I will ask my experienced team members for advice and examples. I will also ask officers who work in the HUB for guidance when needed this will enable me to enhance my knowledge and produce case files of a high standard. I will also ask

							colleagues to proofread my case file documents.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I will conduct as many interviews as possible by interviewing my own suspects and volunteering to interview prisoners that are handed over to our shift. I will also ask to shadow and observe more experienced officer's interviews. I will ask to observe complex interviews carried out by CID. I will revise the PEACE model.
Interviewing skills			8		4		
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I will carry out traffic stops when applicable and ask my fellow officers for guidance. I will ask traffic officers for advice on Traffic procedures to enhance my knowledge. I will also refresh my knowledge by revising the Road Traffic Act.
Traffic knowledge		7		3			

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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