

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Within my first six months in my new role as a Police Constable, my day to day working life consisted of learning the particular skills required to undertake the role. In order to learn such skills, a combination of classroom theory, fitness sessions and physical courses were delivered. The physical courses consisted of officer safety and self-defence training, whilst practical scenarios were used to contextualise the legislative, policy and procedural powers taught within the classroom environment. Throughout the taught element of the initial six months, there were also four University examinations which occurred periodically throughout this time which ran coherently with the course syllabus. Along with myself, the classroom environment was also shared with 21 of my colleagues, all of whom varied in age, sex, nationality, culture and social backgrounds. As with any working environment and when forming new relationships, the social aspect of the role presented its own need to apply various coping strategies and develop resilience. Whilst the initial six months were classroom based the majority of the time, this still presented its own difficulties, in the sense that there was a continuous expectation to perform. Within the Police force there is a standard to maintain with regards to appearance, attitude and performance generally, all of which were assessed periodically throughout our time there. Throughout the classroom period, the expectation to adopt a new topic each day and the consistent focus on our ability to retain this knowledge also added to the requirement to maintain resilience and minimise stress throughout this period.

Throughout the initial 6 months of learning, there were many scenarios and situations where it became apparent, that I as an individual, would need to partake in certain coping strategies in order to develop resilience and minimise stress. The first coping strategy that I naturally began to develop and partake in was building a support network around myself which was an assortment of colleagues, friends, family and my partner. From past experiences both personal and professional I am a firm believer that having a network of people that you can talk to is crucial in order to minimise stress and develop resilience and therefore this coping strategy was the first I had put in place when I first started to encounter signs of stress in the initial 6 months of learning. I was able to enforce and carry out this coping strategy of talking through issues and anxieties with colleagues once I had developed a relationship of trust with individuals within my peer group. I found this most effective due to the shared commonality that we were experiencing the same or similar issues and could compare and reflect amongst one another. Once the first exam and practical situation had passed, I found myself becoming more aware of the expected standard of academic and practical

performance and it was at this point that I began confiding in friends, family and colleagues about my anxieties and stresses. I found that one of my most effective and immediate aides was to confide in certain people within my support network depending on what the issues were, I would talk through my issues with work and academic study with my colleagues, my general stresses with family and more personal and intimate stresses with my partner at home. I would often carry out this strategy by talking to people every day if needed on my long commute home which then became an everyday habit until that stress was minimised or had passed.

The second coping strategy that I found myself partaking in was the routine of utilising my time outside of work and the general working hours. Since I had now been put in a structured pattern consisting of 6 months of a 08:00am-16:00pm working day, Monday-Friday I was able to plan ahead and use my time outside of these working hours effectively and to my advantage. I continued to participate in weightlifting and general physical fitness exercises which helped me relieve stress due to the enjoyment of this exercise and the ability to shut off from work related issues and thoughts. At first, I participated in these exercise routines by myself but then went on to participate in these exercises with work colleagues after we had developed a bond in order for us to spend time with one another outside of working hours. Ford (1998) states that one of the crucial factors in minimising the stress that can occur in individuals when carrying out difficult roles such as a modern-day police officer is to participate in physical fitness exercises and methods of relaxation. He argues that by incorporating both into your weekly lifestyle and continuing with them until they become habit, they become effective, however only as long as you the individual feel that the certain exercise and relaxation method is effective in minimising stress.

When comparing both coping strategies I found that the first coping strategy of surrounding myself with a strong support network with work colleagues, friends and family was in theory very effective. However, as time went on, it began to include a larger number of work colleagues, rather than friends and family. My first coping strategy consisted of around ten individuals, whereas my second coping strategy of participating in weightlifting exercises weekly only consisted of three to four, which I found to be far more effective in terms of being a tool in order to minimise stress and develop resilience. Almost half way through my initial 6 months of learning I came to realise that elements of both coping strategies were beginning to have a negative effect on both my work-related stress levels and resilience. Due to my first coping strategy being that I built a support network around myself with an assortment of colleagues I began to realise that I was becoming more of a support network for them, rather than them for myself. Due to the natural bonds and friendships that began to develop between myself and other colleagues, I was included in a number of different support networks which began to prove difficult and counterproductive being a dependant for so many colleagues. The same was evident for my second coping strategy of participating in weekly weightlifting exercises with three to four people that were all work colleagues, as I often had to spend my time being a tool of support for said work colleagues.

Using Gibbs Reflective Cycle (1988) and Borton's Reflective Tool (1970), I was able to self-reflect on both coping strategies that I had been using to minimise stress and develop resilience. Initially, I reflected on what I had been feeling with regards to both coping strategies and then secondly evaluating what were the positive and negative factors about them both. I had identified that the positives about the first coping strategy were that I enjoy sharing my experiences with friends, family and colleagues. It also supports myself to build resilience towards the same possible areas of concern that could arise in the future.

However, the negatives were that my support network began to consist of too many colleagues, which sometimes led to the support being convoluted. The positives and negatives of my second coping strategy were similar to that of the first. Participating in a weekly weightlifting and exercise regime with work colleagues was very effective in minimising stress by enabling me to discuss issues of the role with fellow police officers. However, it consisted of too many colleagues and became counterproductive. Through using both reflective tools of Gibbs and Borton I was able to analyse the situation and both coping strategies, develop a plan to improve the current situation and reflect on what I have learned from this experience in order to improve the outcome. There is significant importance of ensuring that there are appropriate coping strategies within this role as Papazoglou (2013) describes a theoretical concept titled 'Police Complex Spiral Trauma'. This theory of trauma can occur in a police officer due to the unique experiences and difficulties they will encounter during their career, if precautionary coping strategies are not put in place and utilised by trainee and future police officers.

To conclude, there are numerous coping strategies that I could have put in place and utilised during my first 6 months of learning but I was aware of the two that I used had already proven most affective for myself in previous employment and therefore seemed logical to use once again. I had the insight to use reflective methods and tools that had been taught to us during my learning from South Wales police to analyse my own experiences and performances to adapt my current coping strategies which proved affective. From reflecting upon my own experiences, I have come to the conclusion that the coping strategies I had applied to develop resilience and minimise stress were the most suitable to use in my individual situation. However, in order to build resilience and minimise stress more efficiently it would have required me to prioritise my own resilience and minimisation of stress over others, as I feel my exposure to stressful events was increased due to the amount of colleagues that utilised myself as a coping mechanism for them. Nevertheless, coping strategies are subjective and must work for the individual, I would hope that during my time in training I have been a support to my colleagues as they have been for myself.

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:

One of my first calls that I attended with my tutor came through from a 999 call and was prioritised as a grade two response (G2), meaning we were required to attend at our earliest convenience and preferably within the hour. The summary of the 999 call was that a young sounding female had called 999 stating that her family are holding her against her will and was being falsely imprisoned. The reporting person also stated that her family had taken her money, identity card and shoes away from her and refused to return them, that she was very afraid and described it as extremely traumatic to be there at this address. On route to the address of the reporting person, I discussed my feelings, thoughts and personal opinions on the information that had been provided and decided to ask the control room if there was any other information or knowledge available. The control room informed myself over the airways that there were multiple family members linked to the address and there are no warning markers on any of the individuals or address. The control room also confirmed that there were no previous convictions or occurrences apart from mental health warnings and occurrences belonging to the reporting person. It was also stated that the reporting person sounded young and hysterical and that she had a strong foreign accent but spoke with quite a high level of English.

Whilst on route to the address, I had begun to cycle through the national decision making model and conducted an initial dynamic risk assessment in order to pre-empt and prepare

myself for what I predicted to be the possible issues and difficulties which could arise based on the information that I had been provided with. The first aspect I was took into consideration was that due to the nature of this incident I would need to keep certain codes of ethics and codes of practice in mind. As with every call, it is of the upmost importance to treat everyone with respect, fairness and openness. However due to the possible cultural, ethnicity and language barriers that I was anticipating to encounter, I had made an unconscious decision to concentrate on equality and diversity issues. I carried out a dynamic risk assessment which would help me decide on the tone, lexis, grammar and syntax I would use in order to effectively communicate with the individuals present and involved in this incident.

Upon arrival at the reporting persons address, the reporting persons' mother and father answered the door stating that they required help to reason with their daughter. I could see inside the property that along with the parents, there were two young children under the age of 10, two teenage children, an older male approximately 21 years of age and the reporting person who was 23 years of age. My colleague and I spoke with the parents briefly before asking the reporting person to speak with us in private outside of the address and away from any of the other family members. The parents advised that they are a Lebanese family that had been living in London for the past decade and had recently decided to move down to the area and were all practising Muslims including the reporting person who does not want to live by the family's rules and religious requirements any longer. It was at this point, through use of a dynamic risk assessment, I started to strategize on how my approach and method of policing could potentially be altered to best suit the specific needs and requirements of this family. Reiner and Newburn (2007) argue that there is no one style approach that fits all in regards to the style of policing that you can carry out. An inner-city family, such as the one of the reporting person, may have different needs and therefore require a slightly altered approach when it comes to styles of policing rather than a more rural area family and resident. It is important that the method of policing is appropriate and constructed around the understanding of that particular community and religious groups needs and requirements (Reiner and Newburn 2007, pp. 69).

The reporting person confirmed that she was not being falsely imprisoned, but thought that by saying so would make sure that the police attend. The reporting person stated that she wishes to go back to live in London with her partner but due to the travel restrictions COVID-19 had put in place, she was not able to travel by means of public transport, to which she then called the police to see if they would transport her back to London. The Reporting person also advised that she was being tortured by her family by being forced to do house chores and remain at the address against her will. After having private discussions with all members of the family it was clear that the reporting person was suffering with mental health issues and was free to come and go as she wishes and also leave with all her belongings if she so wishes, however the entire family was hoping that she would chose to stay and live with them rather than with her partner in London. The two members of the family that were able to drive and had access to vehicles refused to transport her to London due to the legislative constrictions that had been put in place by COVID-19.

Through assessing the risk, in order to develop a working strategy with the reporting person, I had come to the conclusion that the only impact factor present was the tension between the family members and the reporting person. There was also the issue that the reporting person was constantly alternating between being compliant to verbally resistant throughout our exchange. When considering my powers and the policies and the Human Rights Act of

1998, the relevant articles that may have been breached during this incident were; Article 3 – the prohibition of torture, Article 4 – prohibition of slavery, Article 8 – a right to respect for a private life and Article 9 – freedom of thought, conscience & religion (Blackburn et al. 2019, pp.64-65). When considering what offences had taken place or needed investigation, initially I was concerned with issues surrounding the offences of Modern slavery and Human trafficking S2 – Modern Day Slavery Act 2015, Family Violence and Coercion, ‘Honour’ based crime and false imprisonment. However, through the use of the national decision-making model, it was evident that none of the requirements of these offences were present or had taken place.

When considering the cultural, religious and language issues, at the time of the exchange, I believed it was vital to take a holistic approach in regards to my conduct, body language, syntax, grammar and lexis. Chakraborti (2007) argues that these aspects are most important when dealing with certain members of the community and service users within the Muslim community that don’t have a high level of communication and understanding of the English language. Revolutionary reports such as the Scarman Report (1981) and the Macpherson Report (1999) are outcomes of negative core principles of policing in the past, but have positive forward action as both these reports are now responsible for the change in how police officers police within the Muslim communities and avoid racial discrimination (Chakraborti 2017, pp. 107-127).

During my dealings with the reporting person and all members of her family during this call there were many communication issues and language barriers due to the different levels of English each family member possessed. The reporting persons’ mother and father had very low levels of understanding and communicating in English, therefore in order to understand the situation before making any decisions and taking action, it was vital to build a rapport with all parties and use effective communication. As seen in Mehrabian’s Communication Model (Mehrabian 2017), the majority of communication (93%), is delivered and perceived through tone and body language, leaving only 7% responsible for spoken word. With this in mind, during my dealings with the reporting person and their family, I concentrated on my active listening skills and non-verbal communications in order to ensure effective communication, to build trust and rapport and to increase the chances of understanding all aspects of the situation before coming to a suitable outcome. I had to adapt my communication style whilst keeping in mind the mental health issues of the reporting person. Focus needed to be placed on treating everyone fairly and keeping the tension and disagreements to a minimum as all parties involved had conflicting stories that they were trying to portray to my colleague and I which was exacerbated by the language barriers. Whilst it is arguable more time consuming, I believed it important to get everyone’s full account on what lead up to the 999 call to the police. In order to do this, I placed particular focus on using open questions such as ‘tell me’, ‘describe to me’ and ‘explain to me’ as this gave the family members more of an opportunity to tell their version of the story.

Throughout the incident with the reporting person and members of her family, tensions were escalating and deescalating continuously as each member of the family had given the same account or similar as opposed to the account of the reporting person. When determining whether or not the use of force was necessary again I had used the national decision making model to determine, that even though tensions were high and members of the family were getting aggravated with one another, use of force was not necessary as tactical communications were an effective option at this moment in time as no other offences had been disclosed or had occurred. Tactical communications were enough to deescalate the

situation and keep the possible offence of S4 & S5 Public order being committed, if either of these offences had been identified by myself or my colleague, it would have justified my decision to utilise the use of force; that being the use of handcuffs to arrest as a consequence of these offences. The only possible offences I could identify was a possible breach of the peace which I decided there was no need for use of force in order to deal with as tactical communications had sufficed. With the reporting person being hysterical and emotional, both offensive and defensive skills and communication techniques were used in order to affect her behaviour and attitude towards myself, my colleague and her own family members. This was a demonstration of Betaris box/The Cycle of Conflict being put in to practise but on a more complex level, as myself, colleague and other family members present and involved in the incident were all having an effect on the reporting persons attitude and behaviour. This in turn required much more tactical communication and patience from myself and my colleague in order to repeatedly calm down the reporting person whilst trying to decide and implement an efficient and suitable outcome to the issue at hand.

Using problem solving models such as the OSARA model, I was able to identify the objective and problems that were present, following this it was possible to understand the conditions that had caused the problems to occur (Durham Constabulary: Altogether Better Policing, 2008). Analysis of the situation showed that the underpinning issue was that the reporting person did not want to stay in the family house and live according to their rules any longer, but the simple solution of leaving to go back to living with her partner was not possible. In order to develop and implement a solution before determining the impact on the outcome, it is possible to use 'The Problem Analysis Triangle' (PAT). This problem solving model states that there are three separate contributors to a problem and if one of them is removed or non-existent, this will eliminate the problem or offer a likely solution by analysing an issue or problem and identifying stages of intervention to implement change (Bullcok and Tilley, 2003, pp. 3-5). The three defining features of the PAT is that of a possible problem/issue, the influences could include the offender, place and target/victim. It was quite difficult to apply PAT to the incident the reporting person as the problem was she could no longer stay with her family and wished to go back to London, the place was the family home itself, the target/victim was the reporting person suffering with her mental health and current situation, yet it lacked the presence of an offender. It can be argued that the lack of offender is due to the lack of a crime or offence actually taking place and that the only possible crime that would likely occur would be an 'S5 Public Order' due to the abusive and erratic behaviour of the reporting person towards her family causing them distress. In this case the reporting person being the victim would then in fact also become the offender. It was not possible to remove any of the features within the PAT, unless it was to remove the reporting person to prevent a breach of the peace, but since the reporting person had no other location to go apart from London then this was also not possible. However, even if it was possible to remove the person, then the issue that was responsible for causing the conflict would still exist just as much and would not have been resolved at all. Instead, the reporting person was put in touch with the local crisis team as she had already been in contact with them in the past in an effort to better her mental health and coping with the current situation that was not possible to alter.

Through putting into practice the many theories and models that underpin the causes of conflict and the national decision-making model and reflecting upon the outcome of the incident, I would support the argument that there was no other more suitable outcome than to support the reporting person in liaising with the crisis team and submitting a Public

Protection Notice (PPN). Upon reflection, it can be said that an element of discretion was used here by myself as the points to prove for a breach of the peace and S4 Public order Act 1986 were present and being displayed by the reporting person. However, I believed a partnership approach would be more beneficial to the reporting person and family, as opposed to removing the reporting person herself. Through using this approach, it would be possible to identify the patterns and commonalities that are causing the reporting person and her family to contact the police for support and hopefully to eventually reach a solution to the issue rather than deal with the current issue at hand. Blackburn et al. (2019, pp.160-161) state that a 'multi-agency' systematic approach where the attention is concentrated on resolving the underlying problem is a more effective and efficient way of policing rather than simply punishing the person that is committing the offence. Even though it can be argued that it is a much more time-consuming style of policing the community, it is better to understand the root causes of the problems and crimes in order to come to a mutually beneficial solution and possibly a much more permanent solution.

Upon reflection of the outcome of the incident, I have confidence in the fact that I believe this style of policing is a better suited format when possible as the benefits outweigh the disadvantages. Goldstein's Theory (1979) stated that the method of policing at the time was entirely reactive rather than proactive and that police were only ever responding to the symptoms of a crime without much thought to what were the causes. This left little room and possibility for the police to develop a more permanent solution to the causes of the crime and result in the police being called to the same unresolved issues that could possibly reoccur over the span of decades to come (Goldstein, 1979).

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:

A victim is defined by the South Wales Police as a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by criminal conduct. A witness is defined as someone who sees, knows or vouches for something and one who gives testimony under oath or affirmation, in person, by oral or written disposition or by affidavit. Both victims and witnesses play a vital role in the criminal justice system and procedures and are more often than not, going to be unfamiliar with the process as a whole. Due to the defamiliarization factor there are codes of practice and policies put in place for the police to follow in order to support victims and witnesses through the criminal justice system whilst also protecting them. Police officers have certain obligations and responsibilities when dealing with victims and witnesses under the codes of practice for victims of crime, these responsibilities begin from the very first point of contact through to prosecution. As an example, if the victim is one of a domestic related assault or abuse then they are entitled to receive an enhanced service by the police and other agencies through multi agency work and wider initiatives in order to counter domestic violence (College of Policing, 2020).

The first Domestic violence related call that I attended with my tutor originated from a 999 call and was categorized as a grade one response (G1) meaning that we had to attend immediately. The 999 call was made by a female stating that approximately thirty minutes ago following an argument with her partner, he had tried drowning her by holding her head under water in the bath of their family home. The reporting person also advised on the call

that her partner had headbutted her about a week ago following an argument and have not spoken to one another until they argued tonight. The reporting person stated that her partner did not like the fact that she had liked another person's post on Facebook and then started to verbally abuse her over this and invaded her personal space. The reporting person's response to this was to push him away and that's when he began to hold her head under the water. The reporting person advised on the end of the 999 call that her partner left the address, believes that he is now at his mother's address and that if it was not for the presence of their eleven-year-old son she does not believe that she would still be alive. Myself and colleague attended the address immediately within approximately 5 minutes to find the reporting person sitting in her living room accompanied by her father with her eleven-year-old son upstairs in his bedroom.

Since this was a domestic violence incident I was aware that the most important precedence was to identify and ensure the safety of everyone at the scene and that of who was present during the incident, the reporting person's father had only come to sit with his daughter after the incident had occurred and the safety and welfare of the reporting person and child was established immediately. I had the responsibility to carry out relevant procedures in line with the codes of practice in order to support the reporting person through the initial stages of the criminal justice system. I had a duty of care to all persons at the scene and therefore made the decision to lock all the downstairs windows and doors due to the possibility that the offender could return to the address and escalate matters when he realises the police have been informed and involved.

Hess et al. (2010) states that building rapport with the victim is one of the most important aspects in order to gain trust and form a mutual respect in order to effectively communicate openly and comfortably which can sometimes prove difficult between a victim and someone in a position of authority such as a police officer. Due to the reporting person being of similar age, culture, ethnicity and with no language barriers it was not difficult for myself to build rapport over common ground that I felt was appropriate given the circumstances and nature of the questions I was going to be asking the reporting person. On reflection this method proved to be advantageous as this was the first time the victim had ever been involved with the police and was completely unfamiliar with the processes and procedures that South Wales Police have to follow. I explained that these had to be followed in order to comply with the relevant Codes of Practice to support victims and witnesses through the criminal justice system in regards to domestic related abuse/assault incidents like this one.

Since there was a child present another responsibility and procedure in line with the relevant Codes of Practice was to make a record of the child's safety and welfare and record their sex, name, date of birth, address, doctor, school and demeanour in my pocket notebook. In order to obtain best evidence, it was also a priority for myself and colleague to obtain photographic evidence of the injuries caused to the reporting person. Due to the headbutt occurring over a week ago there was no marks or injuries visible from this incident of domestic related assault however I did photograph the marks on the reporting person's neck from where she was held under water by the offender. Reflecting upon my responsibilities and procedures in line with the relevant Codes of Practice to support victim through the criminal justice system it would have been beneficial if I had taken more time to explain the reasons in more detail of why it was necessary to gather photographic evidence. I would have explained that these photographs, apart from being used as evidence in the investigation could also aid in placing police bail conditions on the offender.

When attending an incident of Domestic related violence, you have the responsibility to carry out risk assessment procedures at the earliest convenience therefore one of the relevant procedures I carried out was the Domestic abuse, stalking and harassment (DASH) questionnaire. This questionnaire provides the victim with support and even though the questions can be somewhat intrusive it is vital in identifying the risk of the abusive behaviour and could then aid in identifying other more serious offences such as stalking and harassment, sexual assault, 'honour' based abuse, coercive and controlling behaviour and if the victim is an intimidated or repeat victim. In order to provide further support to the victim I took the time to explain that the DASH form can help identify the previously mentioned offences but also aid in the prosecution of the offender. It can be very helpful to the multi-agency risk assessment conferences (MARAC) and offer further information when developing a multi-agency approach to implementing a risk management plan that is unique to each individual case. The victim was not aware of what a MARAC was and therefore explained the process to her and pointed out that it was a possibility that other agencies would get involved in this case and the sharing of information. Whilst carrying out the DASH questionnaire the reporting person became frustrated by the thought of going through the incident and having to discuss intimate details. What might have also added to the victim's frustration was that the offender had text her multiple times increasing her suspicion and fear that he would return to the address. In order to support the victim and offer further support I suggested that since her child was safe and able to stay with her father we could escort her to the police station to continue with the DASH questions and the official statement in a place of safety until arrest enquiries had taken place. The victim stated she was grateful and preferred this option. Whilst at the police station the victim questioned if it is too late to change her mind and not support prosecution of her partner. The opportunity arose here in explaining the process for making a comprehensive withdrawal statement and the fact that arrest enquiries would have to be made regardless of the victim's outlook and wishes due to it being a domestic related incident. I also explained that the case could continue as a victimless prosecution. In legislative contexts, when dealing with domestic related incidents positive action must be taken i.e. an arrest must be made as long as there are appropriate and sufficient grounds to do so however in a domestic abuse related incident an allegation by the victim is proportionate (College of Policing, 2018).

I was aware, as a part of the statement taking process to support prosecution, that I had the duty and responsibility to inform and explain the victim what a victim personal statement (VPS) was and how it would benefit her and offer further support. I explained to the victim that a VPS is a separate statement that would support her in the criminal justice system by stating to the judiciary, the mental and emotional detriment the domestic assault has had on her and family rather than just the result of the assault being a physical injury. It was explained further to the victim that it is best practice to complete one immediately if she wishes to do so however once made she will not be able to change it but instead has the option to make a further VPS expanding on her original VPS (Victim Support, n.d)

Whilst giving her statements the victim stated she felt strongly about pointing out the fact that even though this was the first time that her and her partner, the offender, had ever been involved with the police for any reason her partner's behaviour has slowly but progressively been getting worse over the past couple of years. She disclosed that her partner was unfaithful to her in the past and since then his jealousy and paranoia towards her had been increasing. This behaviour then resulted with her being headbutted and drowned. I felt as if I had the duty to inform the victim of what S76 of the Serious Crime Act of 2015 was in that being 'Controlling or Coercive behaviour in an intimate or family relationship' and support

her in realising that elements of this offence might have been taking place over the past few years. The victim repeatedly stated that she is never controlled by her partner, never feels fear that violence will be used against her and has not been caused alarm or distress. The points to prove were not entirely met in this case for a further prosecution of Controlling or Coercive behaviour but in order to best support the victim I investigated this line of enquiry due to the fact that even though the victim is not aware or have any knowledge of the offence does not mean that it is not taking place and that she is not a victim of it (Gov.uk, 2020).

The victim needed support around understanding the procedures that would now follow for her, her partner and family now that the police have been involved in attending her address due to domestic abuse related incident. I had the responsibility in line with the relevant Codes of Practice to explain and make sure that she fully understands the procedures that would now follow. It was explained to her that we would be submitting a public protection notice (PPN) for herself and child in order to identify them both as a medium to high risk of further harm coming to them and that other agencies such as social services will share information and be involved at some stage in the future to make sure they are safe, supported and well.

It was also explained to the victim that in order to support her mental health that she as the victim would be kept updated when the offender is arrested, charged or released and what conditions his police bail would consist of. It was also fully explained to the victim what the procedures and consequences were if the offender were to breach the conditions of his bail. The offender was located and arrested by another colleague of mine before the victim had left the police station and therefore was appropriately updated with this information and that one of the offenders bail conditions was that he is not to contact her neither indirectly or directly, attend the address or to have contact with her in anyway.

Using Borton's reflective tool (1970) in order to summarise and consider and reflect upon my responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system I was able to identify the three stages of What, So what and Now what in regards to my performance as the following:

1) What?

The victim had never been in contact with the police before or believed to ever have the need to until she was physically assaulted for the second time by her partner. I used my strengths to effectively communicate with the victim and make her feel valued and listened to try and make her feel as comfortable as possible to continue with the formal complaint of domestic assault against her partner and her role that she would now play in the criminal justice system.

2) So what?

The victim was supported appropriately following the procedures in line with the relevant Codes of Practice to support victims through the criminal justice system and identified areas I felt comfortable and knowledgeable in dealing with in comparison to the areas I did not.

3) Now what?

Now I was able to realise what skills I already possess and was able to demonstrate effectively when dealing with this incident and could maintain and develop for a better service to be provided in the future to similar incidents. The same can be said for my weaknesses, for example, when dealing with this victim I did not feel knowledgeable enough to confidently explain the domestic violence protection notice and orders procedure and at the time was not fully aware if it was relevant to mention and discuss with the victim and therefore did not due to not knowing at the time that a DVPN can be issued without the requirement of consent from the victim. This became apparent to me as an area for future development for an enhanced service for future incidents.

During my dealings with this incident, even though some were intentional and some were unconscious actions I can reflect upon my performance and argue that policing values were engaged by myself continuously and throughout in order to provide a fair and impartial service to the victim and other individuals that were involved. I approached the incident without bias and did not show any prejudice to either party involved by staying professional and explaining the procedures that would have to be followed in terms of fact and no opinion or misinformation. In order to stay accountable any areas that I was not fully confident on explaining and guiding the victim through I was honest about and required the help of my colleague and tutor. None of my actions were discriminatory to either party involved and was instead concentrated on supporting the victim to be centred in the criminal justice system. I feel that I acted with respect and openness to the victim by treating her fairly and professionally, giving her professional guidance and explaining the multiple policing and judicial procedures that she was unaware of due to her never have being involved with the police before as a service user. By following the victims codes of practice I believe that I supported the possibility of achieving best evidence in the criminal proceedings and provided the victim with an appropriate level of service which ensured her confident and willingness to make a formal complaint by submitting an official statement supporting the prosecution of the offender and be willing to attend court.

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:

For this task I have chosen a policing incident that involves the detainment, search, arrest and managing of an offender. During a night shift, my tutor and I were assigned to a call to search a possible suspect of theft in a particular area. This suspect had recently been travelling as a passenger in his friends' vehicle when they were stopped by a traffic officer and the driver was subjected to a roadside test, which resulted in the driver of the vehicle testing positive for drugs and being arrested for driving whilst unfit through drugs. The vehicle was left unattended and secured at the roadside forcing the passenger to continue his journey on foot, however during the driver of the vehicle being conveyed to custody had made an allegation that the passenger had stolen £105 from him before he was arrested. Myself and colleague were supplied with a description, name and details of the known male and his last known whereabouts and were tasked with carrying out these enquiries to attend and investigate.

Whilst on route to the last known location of the suspect, I began to cycle through the National Decision-Making model in order to minimise the chances of this incident being dealt with incorrectly and to ensure that my performance was based around the code of ethics and policing values. The initial area that I was concerning myself with was the decision to 'no matter what treat the suspect with respect, integrity, openness and honesty as every police officer should in regards to every call that is attended'. In order to gather information and intelligence I conducted a PNC search on the suspect, as we had already been supplied with his full details. This allowed my tutor and I to get a visual picture of the suspect and to also check for any warning markers the suspect may have attached to his profile. The search on PNC resulted in markers being present for Weapons, Violence, Self-harm and drugs, this

immediately began the next stage of cycling through the NDM by considering these warning markers to be relevant impact factors when dealing with the suspect in regards to how to best manage and deal with the suspect. I began to discuss the threat assessment process with my colleague and began to develop a working strategy of what approach we believe is more suitable to take on the information given. It was decided that my colleague would engage with the suspect immediately to determine the suspects' frame of mind and attitude through his initial response, which would then dictate our chosen attitude going forward in dealing with the suspect. My colleague and I had decided that part of the working strategy would be for myself to approach the suspect from behind to make sure there were no sudden movements made by the suspect and that he did not attempt to discard of any objects or articles that could possibly be evidence.

Upon arrival to the location of the secured vehicle, the suspect was still standing next to the vehicle and was talking on his personal mobile phone with his phone up to the right side of his face, it seemed as if he was completely unaware that we had arrived in a marked police vehicle as he made no eye contact with us and refused to look in our direction. As we approached the suspect, my colleague and I heard him mention on the phone that he was going to smash the window of this vehicle in order to retrieve his belongings from the inside. At this point my, colleague and I executed the working strategy that we had agreed upon and my colleague had approached the suspect and stood in front him and asked the suspect what his name was. The suspect responded by clenching his left fist and saying in an aggressive manner "Ah fuck off I don't have to tell you that do I so leave me the fuck alone!". Due to the information that we had received and the allegation made of theft, I decided, whilst considering the suspects right to liberty article 5 of The Human Rights Act 1998, he could be detained for the purpose of a stop search under section 1 of the Police and Criminal Evidence Act 1984 and to ascertain his name and date of birth in order to confirm his identity. The suspect confirmed his identity immediately after the handcuffs were placed upon his wrists, however the suspects behaviour had begun to fluctuate from complaint, to verbally resistant, to active resistance and back to compliant as I begun the stop search upon his person. Upon reflection, I believe the suspect deliberately carried out these actions displaying these behaviours in regards to what area of his clothing and persons I was checking as he only became verbally aggressive towards myself and colleague when I was searching an area that he had confined something in. The stop search resulted in finding a small clear plastic bag containing 10 blue tablets that I believed at the time to be street Valium a class B controlled substance, a locking pen knife that is over 3 inches in length which is an offence under S1 Prevention of Crime Act 1953 due to not having a reasonable excuse for having with him an offensive weapon/bladed article, a torn plastic bag with minute traces of white powder, £105 in cash inside his wallet and a debit bank card that had the name of a female on it with no relation to the suspect. Throughout my stop and search procedure, I continued to use tactical communications with the suspect which appeared to be effective at the time. As part of my options process of the National Decision Making (NDM) model procedure, I decided that due to the articles that were found, I took action and decided to arrest the suspect on suspicion of theft and then further placed him under arrest for possession of an offensive weapon and suspicion of being in possession of a controlled substance.

I applied the NDM to assist resolving this incident, and decided upon arresting the suspect due to the information that was given and the evidence that was presented. The NDM can be utilised for making decisions not to ask but in this case, there was no other suitable or appropriate contingency. Upon reflection, I believe this approach and utilization of using the

NDM was done in a positive and professional manner that resulted in a positive result. Regardless of the outcome as a result of the suspicion of theft, a member of the public possessing a bladed article was taken of the streets whilst the two accounts of theft and possession of drugs was still only suspicion.

Discretion was defined by a philosopher Jeffery Reiman as “the freedom of police officers to decide whether or not to arrest an individual when the conditions that would legally justify the arrest are present” (Channing 2015, p. 21). Discretion is one of the most important powers that a police officer possesses as all police officers have this power, regardless of rank or title, and are free to use it as long as certain criteria is met for example as long as it is justified and lawful to do so. I often refer to discretion as the power that lies within the ‘grey area’ of policing, but also an essential part of policing as it can bridge the gap between what is necessary and proportionate to certain scenarios and to eliminate officers powers of discretion would be a hinderance to the police service and its service users (Taggart, 1997). Discretion supplies the individual officer to carry out policing in accordance to their own judgement but only in certain situations, in some situations to use discretion for anything other than minor offences can be a criminal offence and seen as immoral, hypocritical and an abuse of police powers. Discretion is hypothetically only to be used for minor offences where other forms of justice can be utilised like giving the offender or subject suitable words of advice or implementing restorative justice procedures.

Police powers of discretion is one of the most important parts of policing powers and one of the most controversially debated power as members of the public, scholars, politicians and philosophers can debate on the fairness of one offender being dealt with in terms of discretion whereas another defender in a separate part of the country or at a different time, can commit and behave in exactly the same manner but be dealt with by means of arrest instead of discretion. One view that can aid in the evaluation of discretion are the Peelian Principles of policing that were established in the London Metropolitan Police in 1829 where founder of the police, Sir Robert Peel set out principles to define the basics of policing and one of them being that police should always maintain as respectful a relationship as possible with the public by keeping the publics interests in mind as ‘the police are the public and the public are the police’ (IGI Global, 2019). The Peelian principles have been kept at the foundations of policing throughout history and were fundamental in constructing the modern policing codes of practice and policing values. The law and legislation is in fact black and white as one cannot both break the law and not break the law, however, the response to a law being broken can vary in what is the most appropriate and suitable form of action due to not all police being standardised in their response. Every crime cannot be responded to in exactly the same way, unless the police were to operate in a ‘Zero tolerance’ method which would more than likely have a significantly negative impact on the justice system and consensual and moral legitimacy of the police (Blackburn, 2019). Even though the individual police officer might not respond to certain crimes in ways that please every member of the public, it could possibly be the most suitable response in regards to the best interests of the offender, victim and/or public.

When reflecting upon discretion used by myself in the previously mentioned incident, it is a matter of common sense, which can also vary between each individual police officer and be subjective. The fact that I did not arrest the offender for being in possession of the minute traces of white powder wrapped in a plastic bag which was undoubtedly a controlled substance was due to the minuscule amount and other more serious offences that had to take precedence. The role of discretion in the decision-making process can be argued to be

one of the most substantial due to the excessive impact it can have on both the public and the police service.

Under S2 of the Criminal Procedure and Investigations Act of 1996 (CPIA) it outlines the roles and legal responsibilities that any form of police officer, regardless of rank, when investigation is taking place must carry out from the very beginning stages of the investigation. It states that any police officer or other person that is directly or indirectly involved in a criminal investigation have the responsibilities to record, retain and reveal all information that is relevant and also the information that is non relevant. As well as providing a list of relevant material to the judiciary and prosecution you have the responsibility and duty to also provide the prosecution with a list of non-relevant material as it will then be decided by the prosecution if it is needed to be disclosed. Police officers also have the duty to act as impartial investigators without prejudice therefore even if material or evidence will make the offender look more innocent or go in their favour then this also must be recorded, retained and revealed under the CPIA 1996 regulations. These legal responsibilities are what ensure the case is dealt with fairly and in turn ensuring the offender/suspect a fair trial as they are entitled under article 8 of the Human Rights Act of 1998 (Bryant and Bryant 2019).

When determining the responsibilities that I had under the CPIA 1996 in this investigation all of the above-mentioned aspects apply. As an example the first description of the suspects was provided, recorded and then would be revealed to the prosecution no matter if the first description of the offender was completely different to what we located the suspect to look like, it is relevant as it is material at the very forefront of the investigation process and regardless if it points more to the suspect being guilty or innocent it is truth and therefore recorded on NICHE and included in the case file to be deemed relevant or non-relevant in the disclosure process. During my dealings with the suspect, since it was an arrest consisting of four separate offences, I had made some notes in my personal mobile device as a pocket notebook entry. I had made notes of the multiple offences, time of arrest and caution reply. The caution reply of the offender gave an explanation of why he had the money in his wallet and actually negated any offence of theft being present if this caution reply was in fact true but along with capturing this caution reply on my body worn video which I attached to the occurrence, I included the caution reply in my personal MG11 (witness statement of the arrest), attached my pocket notebook entry to the occurrence and revealed all of the above in the disclosure process regardless of guilt or innocence it may have portrayed. With this incident in mind I also included in to my statement any significant statements that were made by the offender throughout our very first interaction with the suspect all the way until booking him in to custody as I kept my body worn video recording the entire time just in case there was anything mentioned, accused or alleged in the entire time of the incident. There were significant statements made by the offender regarding what types of tablets the suspected drugs were, why he had the victim's money in his wallet, what they were planning on doing with the money which negated all offences of theft, why he had a bank card in his possession that does not belong to him or any family or friends of his and also provided a lawful excuse for being in possession of a bladed article, all of this information was included on my pocket notebook, my body worn video and also my MG11 for continuity and complete fair and impartial service. Under the CPIA codes of practice it is stated that all relevant material is to be retained for a certain period of time due to the possibility that these materials could be requested to be produced as evidential exhibits and therefore in this incident all material was logged on the police evidential website and

categorised as relevant, attached to the occurrence and stored to be retained for the foreseeable future.

When assessing the potential impact of bias that was possibly present during my decision-making process it is clear to see that policing values were engaged and utilised by myself. An example of this was that our very first interaction with the suspect was that of a violent disorder ethos as I had witnessed him stating on the phone that he was going to commit criminal damage to obtain his possessions from inside the vehicle. The second aspect that could have had a potential impact of bias on myself was that the suspects attitude towards myself and colleague was extremely aggressive and resistant. An additional potential impact was that the very first article I had found during the stop and search of the suspect was a bladed article that the suspect had not informed me of despite being asked multiple times by myself and colleague during the search. All of these could have potentially had an impact of bias upon my decision-making process in how I managed and dealt with the suspect overall however through talking and treating the offender with the respect and courtesy he was entitled to, whilst acting with integrity, openness, accountability and honesty throughout I believe policing values were engaged. My demeanour had not changed or altered apart from my unconscious bias to keep a greater sense of personal safety for myself and colleague which had no impact on my actions.

Task 5

Personal Development Plan / Individual Learning Plan

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

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

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

ANSWER:

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Knowledge of certain legislation	By completing relevant NCALT's, researching the college of policing website, using Blackstones text book and completing the tasks that are set out in the text book in order to test knowledge.	My supervisor, colleagues, team members and training supervisor of the Northern region/division.	Immediately up until the end of my 1 st year. By September.
PND procedure	By examining the PND procedure checklist that myself and tutor developed during my tutorship phase of training. Be more proactive in carrying out PND's in order to get more comfortable with the process.	My supervisor, colleagues, team members and training supervisor of the Northern region/division. My tutor can also help clarify the procedure and develop best practice plans	By the end of my tutorship stage of my training. By the 13 th of June.
	Researching the process and being	My supervisor, colleagues, team members and	By the end of my tutorship stage of my

Reporting someone for summons	more proactive in reporting someone from summons in order to become more comfortable with the procedure.	training supervisor of the Northern region/division. My tutor can also help clarify the procedure and develop best practice strategies. I can also complete relevant NCALT's on this topic, go back over my training notes from my 6 month training and re-examine the moodle power points and further reading.	training. By the 13 th of June.
Cyber Crime	Cyber Crime was my first task that I was allocated whilst on shift and was not knowledgeable in the process. I put together a mind map with my tutor and therefore will study this and check Police National Learning Database for further reading material.	I will not require support from individuals as I have already contacted the cybercrime team for a best practice guide therefor will contact them again for any further support if needed.	Immediately up until the end of my 1 st year. By September.
Powers of entry and the wording of the Legislation when challenged by members of the public whilst on duty.	This will be achieved by going over the wording of the legislation that gives the police the powers of entry depending on the circumstance. I will attempt to learn the legislation verbatim.	There is no need for external support on this matter as it is just a case of learning the wording and becoming comfortable with learning it verbatim.	Immediately this can be put in to practice.
CPIA	Whilst completing task 4 and having to determine the CPIA	My supervisor, colleagues, team members and	Immediately up until the end of my 1 st year. By September.

	responsibilities I had to research it in order to put it in to words. I am aware of the responsibilities and processes that are required in the day to day policing but feel I could research it to become more comfortable with the topic in case I was questioned by the public or in court.	training supervisor of the Northern region/division. My tutor can also help clarify the procedure and develop best practice strategies. I can also complete relevant NCALT's on this topic, go back over my training notes from my 6-month training and re-examine the moodle power points and further reading.	
DVPO/DVPN	Researching the process and knowing all requirements in order to specify where each one is appropriate. Complete relevant NCALT's and re-read moodle power point notes. Read through the Chapters in Blackstones.	My training supervisor will be able to support if needed however I believe by going through the research methods myself will suffice. No external support will be needed.	Immediately up until the end of my 1st year. By September.

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Task 6

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

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

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

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

Signed: __ _ J.Protheroe __ _ _ _ _ _ (Learner – electronic signature accepted.)

Date: __ _ 22/06/2013 __ _ _ _ _