



Prifysgol Cymru
Y Drindod Dewi Sant
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Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Joining the Police and undertaking academic study as a student officer was always going to be a significant undertaking. I knew that I would have to develop resilience and minimise stress to help be successful.

Oxford Dictionary (2019) defines resilience as “the ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc.”

Oxford Dictionary (2019) defines stress as “pressure or worry caused by problems in somebody’s life or by having too much to do”

Knowing that the first 6 months of training would be stressful, and I would need to manage this I consulted the charity “Mind” (2022) and their website for advice and suggestions. The “Mind” website had some fantastic information and advice with how to predict, identify and reduce stress. In addition, “Mind” pointed out that resilience is basically how well you deal with stress to maintain your wellbeing.

One of the recommendations from “Mind” (2019) to help your wellbeing, reduce stress and develop resilience was to participate in Physical Activity.

I have always enjoyed physical activity but over that last couple of years before joining the police I haven’t participated in much at all. The research I have done so far has said that it will help my wellbeing, increase my resilience and reduce stress.

I decided to start running. I have a few friends that run and they recommend “Parkrun”.

I did not know much about Parkrun (2019), so I looked at the website. The website describes Parkrun as:

“Parkrun is a free, community event where you can walk, jog, run, volunteer or spectate. Parkrun is 5km and takes place every Saturday morning.

Parkrun is positive, welcoming and inclusive, there is no time limit, and no one finishes last. Everyone is welcome to come along.”

This interested me as it was free, a community lead environment and very inclusive to all levels of fitness.

I spoke to a number of student police officers in my training class to see if anyone else was interested in taking part as I felt it would be beneficial to them as well. A few student officers were also interested so I picked a local event and committed to attend.

Myself and the other student officers turned up at my local Parkrun and I felt immediately comfortable and welcomed. There were hundreds of people running and plenty of volunteers, most of which were very supportive. I completed the 5km Parkrun and that was the longest run I had ever done. I was so tired and exhausted, but the sense of achievement was huge.

After I got my breath back, I had a chat with the other student officers who ran too and several other runners. Everyone's mood was so positive and supportive. The times that were achieved in the runs were not important, it was just the fact that we pushed ourselves and succeeded something that mattered. We then went to have a coffee after at a local coffee shop and were able to discuss the run and how each of us our doing personally. This was so positive and a good arena to de stress with others going through the same things as I was.

I continued to attend and complete Parkrun nearly every week and then running once or twice in the week too. I found my times in the Parkrun were significantly improving week on week. I also found myself looking forward to every Saturday morning. I was feeling better in myself, I did feel less stressed in a very stressful time, and it did seem to be improving my resilience.

However, after about 2 months of running regularly I developed severe pain on the inside of my shins on both legs. This made it very difficult to run or even walk. I was very concerned. I then researched this using the NHS website (2019) and self-diagnosed the pain as "shin splints".

This made it very hard to exercise and even do basic daily tasks. The NHS website gave advice for recovery including ibuprofen gels, rest and low impact alternatives to running. I implemented all of these and after a few weeks the pain subsided.

During this recovery period I did notice that my resilience reduced, and my stress levels increased. I became frustrated with by body and demotivated. I believe this had a negative impact on all areas of my life including my academic studies.

I was relieved when the pain eventually diminished, and I could go back to running. Instantly I felt enthused and motivated again. My health, running times, recovery and general wellbeing all improved again. I felt good and stress levels reduced.

I then felt so good that I decided to challenge myself even more and signed up for a local 10km run event. This would have been unthinkable at the point I decided to start running. This gave me a goal to aim for and a welcome distraction from the stress of my academic studies.

I completed the 10km race and in a time that what far beyond my expectations. I'm so glad that I did it and it has helped me so much for my wellbeing.

I have yet to mention how running makes me feel. It gives me a sense of freedom. It is a time that it is just me and my thoughts. Nothing else matters in my life apart from the run and just doing my best.

It has been a challenging undertaking focusing on running but overall, the positive impact it has had on me, my resilience and my stress levels. I believe running has helped me so much and been a significant catalyst to my success over the 6 months of training had.

952 words

Task 2

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

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

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

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

As a Police Officer it is so important to develop good communication skills, effective conflict management, valuing differences and inclusion. We deal with all types of people and all kinds of incidents. There is not a one size fits all approach that can be taken to communication and conflict. We need to be adaptable to different situations, needs and requirements.

I would like to discuss an incident I attended and the theories and models I utilised to effectively communicate and manage conflict. The incident involved a mental health and a concern for welfare call. The call was that a female who had contacted friends to say that she was feeling suicidal and was heading to the cliffs. She had a history of mental health issues but had not tried to hurt herself previously.

Myself and my tutor, made our way to the cliffs in question as quickly as possible. On the way I did as much research on the female as I could as Francis Bacon (Brainy Quote 2019) once said "Knowledge is Power". I looked at previous occurrences, warning markers, known associates and known addresses. Unfortunately, we don't always have time to do this but at this incident I did and I armed myself with as much information as I could. I believed that the more I knew about this female the easier I could communicate and relate to her should I need to.

We arrived as close to the location as we could by car and we managed to find the females car we were looking for as it was parked up a short distance from the coast. No one was in the vehicle but it was unlocked. We looked through the vehicle again for more information, I noted a few items in the vehicle that again gave me more of an incite into the female.

We then using our torches as it was dark made our way to the cliff tops believing the female would be there. The conditions were wet and treacherous but the level of threat and harm to the female was so high we had to move forward.

After a short walk we could see a silhouette of a female close to the edge of the cliff. She was sat down on the edge with her legs dangling. We made our way over to make contact.

I was considering tactics and communication styles. I was considering possible situations and possible outcomes. Benjamin Franklin (goodreads.com 2019) once said, "by failing to prepare, you are preparing to fail". This was a high-risk incident with threat to life. I believed that the way I communicated, the language I used, the body language I used and overall, how the interaction went, could be the difference between life or death. Preparation in my mind would allow me to react quicker to ever changing threat, risk and harm.

As I approached the female, I considered Betaris Box detailed in the college of policing website (2020). This is how my attitude affects my behaviour. How my behaviour affects your attitude. How your attitude affects your behaviour. How your behaviour affects my attitude. I take from this that how I am can have a significant impact on how the person I deal with will react.

With Betaris box in mind, my initial contact with the female was calm, low level and caring. I said hello and introduced myself with my first name. My thoughts, my mind and my heart was going a 100 miles an hour but I was able to portray with my verbal communication and more importantly in my belief, my body language, that I was calm. The female's initial response to this was frantic and aggressive. She shouted, "GET BACK OR I'LL JUMP!". I remained calm and explained I had no intention on getting any closer and I was here to talk, listen and assist her. The female then calmed down a bit. My behaviour and attitude was somewhat reflected by her behaviour and attitude as Betaris box says.

I was then able to get the female to take one step away from the edge of the cliff and sit down. The female still did not want me to get any closer, but she was no longer hostile towards me and although still in peril she was in a little bit of a safer location. The female said she was happy to speak to myself and my colleague but said that she did not want anyone else to come down or she would jump. Ordinarily, we would try and get more officers, maybe a negotiator and coast guard in position. But I thought it was vitally important that we built trust and communication between ourselves and the female. I used my radio and instructed no one else to approach and gave my reasons as to why, I thought that this was important to not follow standard plans for this situation. This was accepted but we still had a rendezvous point out of view for all additional units and the coast guard for quick arrival should we need them.

Now the situation was still critical, but the female was now communicating with us. My next plan was to use curiosity to turn conflict into cooperation. "Insight Policing" (2023) tells us in relation to this style of communication that, curiosity frees us from assumptions, Curiosity gets us thinking about what's really making us mad, Curiosity leads us to the root of the problem, Curiosity helps us feel good doing our job and Curiosity creates connection and builds trust. I started putting this into practice and asking questions to the female. Finding out about her, about her life and what has led her to this desperate position.

After a significant period I used my curiosity to find out more and more about the female. I also shared a lot about my self to the female and the problems I have gone through to create assimilation between myself and the female. The situation became very calm and the trust levels between myself and the female was strong.

At this point I considered "The Drama Triangle". The Drama Triangle was first described by Stephen Karpman in the 1960s. "The Leadership Tribe" (2023) defines The Drama Triangle as "a model of dysfunctional social interactions and illustrates a power game that involves three roles: Victim, Rescuer, and Persecutor, each role represents a common and ineffective response to conflict.". Knowing what I knew about the female, from communicating with her for some time I evaluated that the female had fallen into the role of a "victim". She felt victimised, trapped, helpless and hopeless. She thought she was at the mercy of life and did not think she had the power to change it.

I started talking with the female and using the information I knew about her to empower her and give her confidence to deal with her issues. I wanted to show her that things could and will get better and she could be the catalyst to make things better. The female had told me about problems she had in her childhood and how she was so strong to have overcome them. She also said the "persecutor" that she had to deal with as a child, who she blamed much of her misfortune in her life. She had so much hate for this individual. So I told her she is so strong to have dealt with everything she has dealt with. I told her it was understandable that she was having mental health issues with everything she has gone through. I said that the female had to use the hate for the "persecutor" and live her best life in spite of them. This appeared to work and the female agreed to come off the edge of the cliff and come with us.

We walked the female back towards safety and continued to communicate with her. Congratulating her for coming down and reinforcing how strong she is. We still had a decent distance and fairly unsafe terrain to negotiate. Standard procedure would be to grip hold of the female and possibly use handcuffs for her safety so we could control her during this still fairly high risk journey. However, due to what the female had told me about her past and how she hates people touching her, I thought it would be safer and less traumatic for the female to allow her to walk by herself. I believed that if we went hands on that that would make it more dangerous for us and for her. I remembered a quote I had seen from Burlington, VA Acting Police Chief Jon Murad "A talk-down is always better than a take-down" (Megan Price, PhD on LinkedIn 2023). We mitigated risk by having myself ahead of the female and my colleague behind, We went slow and continued to communicate with the female so we were still in control of the safety of the female. I also believe it helped consolidate the trust we had built with the female.

We managed to get the female back to the Police vehicle without incident and with the female still calm and cooperative. This was a huge relief as I honestly believed at points that it could have ended in a very different and devastating way.

With significant mental health and suicidal incidents, we would usually use legal Police Powers under the Mental Health Act 1983 Section 136 to take the female to a place of safety, usually a mental health facility or hospital.

I knew that this female was dealing with significant turmoil and she has had significant trauma in her life previously. I understood that I had helped this female as best as I could,

but she needed to see mental health professionals urgently. Rather than utilising the police powers under the Mental Health Act 1983 Section 136 and forcing the female to go to the mental health hospital, The female had previously said that she did not like the mental health system so I believed she would not want to go to the hospital easily.

I attempted to utilise the five-step appeal process from the personal safety manual detailed in the college of policing website to try and get the female to go voluntarily. So I tried a Simple request asking "Will you come to the hospital to get assessed?", the female said "No". I then tried a Reasoned appeal and said, "I want you to go for a voluntary assessment with mental health professional as I believe you need it". The female again said "No". I then used a Personal appeal and said, "You have been considering your life tonight and it could really benefit yourself to speak to a mental health professional. This could be the changing point for you in your life". At this point the female agreed, and we made the arrangements for a voluntary mental health assessment at the hospital. I did not necessarily need to go through this but again I believed by using communication and working with the female it would be the least traumatic way to get the female the help she needed. I was prepared to complete the five-step process (College of Policing 2020) and follow up with a final appeal and then take action and use the police powers I had available to me but I believe this was a more delicate process to achieve the same result.

We then conveyed the female to the mental health facility, and she was then at a place of safety with the professionals best placed to assess her and help her going forward.

Overall, I utilised multiple models, techniques and communication methods to deal with this incident. Some of which contrasted to generic police procedures, but I know in my heart that I made a difference that evening to the female. I hope that this interaction was the beginning of the rest of the female's life. I was praised for my actions after this interaction by my superiors and I feel like I am a better officer for this experience.

2017 words

Task 3

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

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

Critically explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

I do not think anyone can underestimate the impact of crime on a victim. From the perceived low-level crime to the most serious crimes, being a victim can have a serious impact on the individual, their friends and family. Being a victim can have short term and long term affects on people and can take a long time to recover from. In addition, how the police and criminal justice system treat victims can have a huge impact on the perception of the police and likelihood of people to engage and trust the police going forward.

To understand how important victim care is, I watched the video from the victim's commissioner (2021) Dame Vera Baird who said "Pretty well every victim of crime suffers some impact from it. It's a bit of a shock. People can feel targeted, they feel a bit less safe. They are angry or they're frightened, or they're shouting, and they may even do that at you. It's the first time it's ever happened to them. Put yourself in their shoes.". I took this quote from video the that myself, as a police officer have such a huge role in the victims' journey and if I am able to facilitate a effective victims journey it can have a huge impact.

The Victims' Code sets out the services and minimum standards that must be provided to victims of crime by organisations, this is enshrined within 12 rights. This is available to access and view as well as advice on the Victim Support website (2021)

I had also have researched how the police aim to use the Victims code to best support victims on the College of Policing website (2021). It says that Victims should be treated with "respect, dignity, sensitivity, compassion and courtesy." Victims should be able to "make informed choices that are fully respected". Victims should have their "privacy respected by officers and staff, in accordance with their obligations under the relevant privacy and data protection laws". Victims should have "services provided to assist them and their family to understand and engage with the criminal justice process and have those services offered in

a professional manner, without discrimination of any kind". I agree with these and will try wholeheartedly to make sure victims I work with have the best support from myself.

I would like to discuss an incident I attended where I utilised the victims' code of practise to support a victim through the criminal justice system. In this incident I attended a 999 call for a serious domestic assault where the female victim was brutally attacked by her partner. The female did not speak English as a first language and did not have a strong support network around her to help her post incident. She did not have much knowledge of how the police or Justice system works. She was terrified and suffered significantly, not just directly from the incident but also from the fallout after the incident. She needed my help and I really wanted to support her to empower her to recover and put her life back together after such a traumatic event.

When I initially attended on the night of the incident after a call from a neighbour for concern for a female, I could see that the female had sustained injuries. The female spoke in broken English but was able to tell us who had hurt her. We immediately separated both parties and the perpetrator was arrested quickly and removed from the premises. Two officers conveyed the perpetrator to custody and I remained with the female.

The female was noticeably distressed, and I found it challenging to communicate with her. I believe the challenges I was having was because of the language barrier, that she was suffering from shock and lack of understanding of what I could do for her.

I tried to calm her down and called language line to facilitate better communication between myself and the female. Language lines website says they can translate in over two-hundred languages, twenty-four hours a day. Language line website (2023) says that with "struggles to communicate with someone in need, you risk a misunderstanding or, worse, a dangerous situation".

It was so important that we were able to give this victim a voice. It was a struggle to communicate in English and I felt the language barrier was something we needed to remove to best support this victim.

The right to be able to understand and to be understood is one of the rights the Victims' Code sets out. This was one of the reasons it was so important to use language line for the victim, to comply with the code and to give the victim a voice.

As we were now able to communicate through language line, I was then able to effectively complete a victim needs assessment and refer the female to victim support who are set up to guide and support victims through the entire process from start to finish. I also referred the female to the Vale Domestic Abuse Services (2023) who have a mission "to give hope to all those affected by domestic abuse in the hope that life can be different." I also completed a public protection notice with the female and explained that this would share her details with other partners agencies to best protect her going forward. By referring the victim to all these services, I was able to comply with the Victims code, right to be referred to services that support victims and have services and support tailored to their needs.

While I still was on the line with language line, I gave the female a victim information pack and explained what it was and how it would help her through the process. This complied with the Victims Code, right to be provided with information when reporting the crime. The

information pack also contains information about how to claim for compensation which was pointed out. This complied with the Victims Code, right to be provided with information about compensation.

In addition, while on with language line I gave the victim a crime reference number, I explained what we arrested the perpetrator for and what happens next. This was to comply with Victims Code, right to have the detail of the crime recorded without unjustified delay. I also told the victim that I would be in regular contact to let her know how the investigation was progressing and updates on whether the perpetrator was remanded in custody, bailed or just released. This complied with the Victims Code, right to be provided with information about the investigation and prosecution.

I utilised my body worn camera to record the scene of the incident which was the marital home and to record the initial complaints from the victim. I also took photos of the injuries of the victim, with her permission, to help with the case. I informed the victim that I would get a colleague to return the next day to take a statement and go through everything again once everything had settled down. I arranged for a friend to come over that night and look after the female as she was still in a bit of shock and made sure the victim was ok before I then left for the night.

My colleague returned the next day as promised and took a statement and reiterated everything I had said. My colleague gave the option to add a victim personal statement which was explained to the victim as an opportunity to put down in a statement of how the incident has affected her. It gives her a bigger voice to the impact of the incident, and it can have an affect on sentencing when it gets to court. The victim decided to do this at a later date so she could have a more complete incite into how this incident has affected her for the courts. This complied with the Victims Code, right to make a victim personal statement (VPS).

Later on that day I went round to see the victim and again with the use of language line explained that the perpetrator had been remanded in custody and what that means. I went through the victim information pack again and explained what the next steps were. I explained the victims code to the female and explained her rights. I said she will hear from me regularly when I had an update on the investigation and any updates I had about the case. I went through what special measures we could potentially offer for the upcoming trial and answered all questions she had.

I explained the remaining rights which was to be given information about the trial, trial process and victim's role as a witness, to be given information about the outcome of the case and any appeals, to be paid expenses and have property returned, to be given information about the offender following a conviction and to make a complaint about a victim's rights not being met. Most of these were detailed in the victim information booklet I provided.

Since this I have been in regular contact with the victim and giving regular updates on where we are with the case. The victim is building confidence every day and is moving on with her life. The court case is still yet to happen, but the victim has told me that she is ready for it and has felt supported throughout the whole process. The victim has been supported by Victim Support and the Vale Domestic Abuse Services. The victim has said she feels empowered and motivated to not let this incident define her. She has been very thankful for everything that I and everyone else involved has done for her. It was so important that just

because this victim did not speak English as a first language, that it did not impact her experience of the police and criminal justice system. She has equal right to support and communication as anyone else. It made it more challenging for me as an officer as we had to negotiate the language barrier, but it was vital we did this to ensure this victims experience was not diminished because of this.

I have reflected on how I have dealt with this incident and the impact that it has had on the victim. I can see why it is so important to get this victims interaction right. I know I need to provide this level of service to all victims I deal with and if I do it will make the whole process much smother and less daunting for the victim. I strive to do this for every victim I encounter.

1781 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The Code of Ethics and the National Decision-Making Model are at the centre of everything we do as a police officer. Literally the Code of Ethics is at the centre of the National Decision-Making Model surrounded by a continued re-evaluation circle of gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies and take action and review what happened.

In addition, in the official code of ethics for the police the National Decision-Making Model is included.

On the codes of ethics summary provided by the college of policing (2014) it says, "The main components of the Code are sets of principles and standards of professional behaviour."

The Policing principles are Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness.

Standards of professional behaviour are Honesty and integrity, Authority, respect and courtesy, Equality and diversity, Use of force, Orders and instructions, Duties and responsibilities, Confidentiality, Fitness for work, Conduct and Challenging and reporting improper conduct.

I would like to discuss an incident I attended where I utilised National Decision-Making Model and the Code of Ethics and the impact these had on my decision making and use of

discretion. I received a call regarding an incident where two junior school students, who were both under 16, had an altercation with each other after school resulting in one of the children sustaining multiple bruises and a cut on their face. The altercation was an argument where both girls were nasty to each other but one of the girls made it physical and assaulted the other. The girl with the injuries mother was the one that reported the incident to the police. Both girls had returned to their respected homes and therefore the incident was not ongoing.

Before I contacted or visited either the victim or the perpetrator of the assault, I considered the National Decision-Making Model. I attempted to gather information and intelligence. I looked up both girls on our NICHE system where all South Wales Police incidents are held, Police national computer and Police national database. I did this to see if either girl had been involved in any similar incidents as this before. Neither girl had been involved with the police.

I assessed threat and risk and developed a working strategy. The immediate threat level was low because we were told that the incident had ended and both girls had left the area and returned home. But both girls would likely be back in school tomorrow and therefore there was a threat of further issues tomorrow. My working strategy was to contact the mother of the girl with injuries to get a first account and then possibly go to the home of that girl and take a statement and get photos of injuries. I could do CCTV enquiries and I could attempt to get further witnesses.

I considered powers and policy. I could arrest and look to charge, I then looked on the justice inspectorate's website (2023) and found I could refer to the youth offenders' team, look at a youth caution, look at a youth conditional caution, look at a community resolution or I could send an early help referral, I could look at restorative justice. However, I would need more information before I could really think of using any of these, but it is good to know that I had several different options, that I was fully aware of to be able to correctly deal with the incident.

I acted by calling the mother of the injured girl who reported the assault, due to the injured parties age she required an appropriate adult that her mother would be for her. She was very upset and concerned for her child. I asked many questions to build up a picture of what happened and how serious the complaint was. The mother was considering moving her daughter out of the school and wanted something done as soon as possible. She had already reported the incident to the school who said that because it was not in the school grounds that they couldn't do anything. I said to the injured girl's mother, we are victim led in terms of what outcome we are aiming to achieve. I explained the police powers I had available to me, and asked the injured girl's mother what her and her daughter would be happy with as an outcome. This somewhat triggered the mother who said I was not taking the complaint seriously. I explained that I was taking the complaint seriously and I just wanted to know which direction this investigation was going. With that the mother of the injured child said she wants this incident fully investigated. I accepted that and said I would need to take a statement off her daughter as to the events that happened. I arranged this for the late afternoon and provided safeguarding advice.

At this point I believed that the mother of the injured child would like to pursue this as a criminal case. I therefore needed to consider responsibilities regarding the provision of CPIA when conducting this investigation. I needed to "think court" and consider "golden hour enquiries". To "think court" is to investigate from the start as if you ARE going to court so leave no stone unturned, be accurate in your recording and plan from the start for a court case. "Golden hour enquiries" are all the enquiries you can do immediately after a crime has been

committed to achieve “best evidence” as discussed in Investigation process of college of policing (2023). This could be CCTV, house to house enquiries, DNA opportunities and so on. To get the best evidence the investigation must be prompt and effective, and reducing missed opportunities.

I conducted many of these enquiries and was unable to find much evidence at all. No CCTV opportunity, no one else was there so no additional statements or witnesses and no DNA opportunities.

I then had a call from the mother of the injured girl. She said that now the dust had settled, and everything had calmed down she and her daughter was seeing things differently. She said they did not want to pursue the matter in a criminal direction but instead wanted to look at a warning to the girl that hurt her daughter. I agreed and thought it better to use my discretion to come up with an outcome more suitable for the situation. I informed the mother of the injured girl that I had begun the investigation and it was not revealing much evidence. I agreed that, with children this young, it is unlikely to be within the public interest to criminalise them for this incident. I said that restorative justice would probably be the most effective. This is where we would get both girls together and discuss the incident in a calm and controlled manner. I would mediate the conversation so there was a positive outcome for all parties and reduce the likelihood on this type of incident happening again. Both mothers would also be in attendance to help me facilitate this meeting.

During this action stage of the National Decision-Making Model, I have been moving backwards and forwards around the re-evaluation circle of gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies and take action and review what happened.

In addition, throughout all these steps on the National Decision-Making Model I have been considering the Codes of Ethics, for example Accountability. I understood throughout that I was accountable for safeguarding, assessing risk and delivering a fair and effective investigation. Honesty and Integrity: I was clear with the outcome of the golden hour part of the investigation and was honest with the results. Leadership: with the plan to do restorative justice and to mediate it in a constructive manner. Objectivity: when I was looking for evidence, not knowing that I might find either way. Openness with my opinions on best resolution. I respected the wishes of the mother of the injured girl to start a full investigation and was respectful throughout.

As per the wishes mother of the injured girl and the injured girl herself, we sat down and discussed the incident. The injured girl explained how the injuries hurt and how the incident affected her. The perpetrator said she was sorry. She explained that she knew she shouldn't have argued and certainly shouldn't have been physical. She promised it would never happen again. She said she herself had been bullied and she took it out on her. The injured girl had also been bullied too and they bonded over that. A line was drawn and both parties and both parents left happy and comfortable with the outcome of the meeting. Both girls agreed to engage with “Early help” as both of their behaviour in and out of school had noticeably deteriorated as late. “Early help” is a guidance, help and support referral for youths heading down the wrong path. I also contacted the local PCSO who covers their school so they can discuss the bullying problems that are going on with the school and look to work with the school to reduce this.

Overall, the use of discretionary powers such as restorative justice as an alternative to criminal proceedings, can have a significant impact on the outcome and can be very effective. This would not be the right option for all situations but by using the National Decision-Making Model and The Code of Ethics to evaluate each incident, at times this may be the most appropriate action.

1600 words

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This compilation of this task shall be confirmed by the employer once independent patrol status is achieved.

I confirm that this has been completed by my employer.

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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