

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.

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/agh-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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress 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:

In this essay, I am going to discuss and compare the strategies I have used to develop resilience and minimise stress during the first 6 months of training to become a Police Constable. The strategies that I have used include exercising, video gaming, playing the guitar, creating, and adhering to a routine and ensuring I maintain good organisational skills (for example, time-management).

Stress can result in psychological, physical, and behavioural changes in the body, which occur as a result of an individual's response to certain events, changes or situations (Figueroa-Romero, Sadidi and Feldman, 2008). People often use different strategies to help deal with these stressors; Greenberg (2009) stated that people should practice and utilise these strategies to maintain a healthy wellbeing and to counteract stressful events.

Resilience is the ability to deal with a stressor, manage and recover from it in an effective and efficient way (Davydov, Stewart, Ritchie and Chaudieu, 2010). Davydov et al. reported that the higher the resilience of the individual, the more protected they are and therefore the less likely they are to suffer from distress and low levels of wellbeing. It is important for police constables to develop resilience because it is likely that they will experience a number of stressors, such as, exposure to unpredictable and dangerous situations, shift working, a demanding workload and a lack of resources due to budget cuts (Martinussen, Richardsen, & Burke, 2007). Police officers are exposed to several traumatic experiences throughout their service, all of which can contribute to physical health problems, including heart complications as well as mental health difficulties such as post-traumatic stress disorder and depression (Franke, Ramey, & Shelley, 2002; LeBlanc et al, 2008).

Resilience has played a key role in my initial 6 months of training for several reasons. I experienced the stress of starting a new job, meeting new colleagues, the academic demands of learning the legislation etc. whilst also sitting practical and theoretical exams. Along with the stressors relating to my new job I have also had to deal with the current situation regarding the coronavirus pandemic, which is particularly stressful for me because I am a type 1 diabetic and

classed as high risk. During this time, I also had the added stress of purchasing and moving into my first home and delaying my wedding because of the pandemic.

To overcome the stressors I experienced during my initial training period and to increase my resilience to these stressors, my fiancé and I subscribed to a virtual exercise programme; we completed up to six different exercise classes a week. We also regularly took long walks together on weekends to local sites. During the training phase, I was able to return to football training and compete in games once the season started. I have a passion for football and really enjoy playing; being able to play again has positively contributed to my mental health as well as my fitness levels. I am aware that regular exercise can have positive effects for people; Greenwood and Fleshner (2011) reported that being active causes the brain to release dopamine and serotonin. These neurotransmitters affect mood and behaviour, which improves the way we handle stress. Schnohr et al. (2005) reported that perceived stress in participant's was lower if they were engaging in an exercise programme. Furthermore, several studies have shown exercise to have a positive effect on a person's mental health and their resilience to be able to deal with stress (Salmon, 2001; Baker et al. 2012). Regularly exercising increased my levels of fitness, which positively contributed to my mood and self-esteem. Having a partner to complete the exercise programme with contributed to shared enjoyment and was beneficial in helping me stick to the routine of regularly exercising. I found it difficult to work from home as I was working and living in the same environment which I found stressful. Going on regular walks helped me to get out of the house and exercise whilst enabling me to be in nature which improved my resilience. In a period of intense pressure and stress, I believe that becoming more active increased my mood and self-esteem whilst allowing me to concentrate on my studies, which resulted in me achieving good grades.

The coronavirus pandemic has been particularly stressful for me because I am considered high risk because of my diabetes. Therefore, I did not leave the house other than to occasionally go to work, or for my daily walk for the first 4 months of my training. To overcome this stressful period, I played on my Xbox with my friends who live in England, where I am from. I would regularly play my Xbox which would enable us to have frequent conversations, whilst playing games which we enjoy. Video games have shown to have a positive effect on stress levels (Lobel, Granic and Engels, 2014). Roy and Ferguson (2016) reported that playing video games can help to reduce and manage stress. However, not all studies on video games produce positive results; Ferguson et al. (2015) concluded that video games can induce stress. However, I strongly believe that my stress levels decreased because of playing videogames, not only because I enjoyed playing the games but because of the social interaction that came with it. Whilst on Xbox we would also do a weekly quiz on a Friday night; I enjoyed these quizzes and they helped me to relax whilst making me laugh, all of which contributed to a decrease in my stress levels. These sessions were something that I looked forward to each week and improved my mood. If I was having a bad day or was struggling in work, I would often

speak to my friends about this and these conversations allowed me to make a plan about how to tackle the situation, leading to positive outcomes, which increased my resilience.

In my spare time during the initial training period I played my guitar as a way of relaxing. I have played the guitar for 13 years and enjoy song writing and practising songs which my band play. I find playing the guitar and writing new material very therapeutic, but also rewarding. There is evidence to suggest that playing an instrument and song-writing results in an increase in mood (Croom, 2012). Toyoshima, Fukui and Kuda, (2011) conducted a study on musicians and found that playing a musical instrument reduces stress significantly more than other creative activities.

The final strategies I used to manage stress and improve resilience were having a consistent routine and managing my time effectively; both of which reduced my stress during my training period. To organise my learning, I made my revision notes at the end of every day and created a revision timetable which ensured I had adequate time to understand all the materials needed. The first six months of training focused on academic learning which may have negatively contributed to my stress levels. Beckwick et al. (2010) reported that undergraduate students had increased stress levels during term times. Häfner, Stock, Pinneker and Ströhle, (2014) concluded that effective time management could reduce stress and act as a coping strategy against stressors. The pressure to learn all the relevant legislation within 6 months was incredibly stressful, especially as most of our learning took place at home via the use of Panoptos, which meant I had to be very strict with my routine and time management. If I did not understand something, I would often undertake extra reading or speak with colleagues for support. I became resilient by having a clear plan and sticking to it which enabled me to complete my revision before the exams; this gave me a solid understanding of topics that were covered. Therefore, managing my studies effectively resulted in decreased stress levels.

Overall, my coping strategies differ from one another; exercising and playing Xbox were both activities that I could do with others, which had an enhanced positive effect on my mood, whereas playing the guitar and organising my time were solitary activities but these also positively contributed to my overall wellbeing. I have found each of my coping strategies effective and there is evidence to suggest my coping strategies are beneficial for reducing stress and increasing resilience. Exercise increased my self-esteem as I have become fitter and have lost weight; the release of certain neurotransmitters increased my mood, reduced stress, and increased resilience. Playing video games increased social connectedness, allowing me to regularly stay in contact with my friends, which has been important for my mental health. Lockdown restrictions reduced social connectedness for many people, so having this social interaction, albeit virtually, was vital in reducing stress for me. Playing my guitar is a hobby of mine and something I like to do in my spare time; I find it very relaxing, and it allows me to express myself in the form of music. Whilst I enjoy playing my guitar, I feel it was not as effective as the other strategies in reducing stress, most probably because I had limited time

to play, which made playing sporadic. Finally, I believe a big contributor to reducing stress was being organised and having good time management. The stress of learning the law, practical aspects, officer safety and the computer systems was challenging, however, maintaining a routine of making revision notes daily and sticking to my revision timetable enabled me to achieve a broad understanding of the topics taught. This greatly reduced my stress as I felt able to develop my knowledge to an appropriate level. Overall, my coping strategies were collectively effective, and they all increased my resilience throughout what was a stressful period of my life.

Word count: 1602

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:

In this essay I am going to use Gibbs' reflective cycle (1988) to assess, reflect and describe an incident that I attended during my tutorship period as a police constable whereby I had to deal with conflict. Conflict can occur when a person's beliefs and values are different to another's (Borisoff and Victor, 1989). Conflict may occur between a police officer and a member of the public, particularly if the member of public does not agree with the police officer's actions whilst dealing with a situation. There are a number of ways of handling conflict and I have used several of these techniques during this incident such as, tactical communication, handcuffing and use of force when required.

I used these techniques whilst dealing with a male who was breaching his court bail. During this incident, I was conducting a mobile patrol with fellow officers when we had cause to attend an address in relation to a male who was breaching his court bail conditions. We had received a call which stated that the male in question was in an area that he had conditions not to attend. Whilst on route to the location I contacted the control room to conduct a person check to establish all the

information and intelligence regarding the male and the conditions in place prior to arriving. The control room informed me that police knew the male and he had warning markers for drugs, violence, concealed items, and mental health; a colleague informed me that he has tried escaping from police in the past. The control room also informed me of his conditions which stated that he is not to contact directly or indirectly his ex-partner; he is not to enter the area in which she lives and he needed to reside at a particular address every night. After receiving this information, I felt that it was important to identify the male as soon as possible to affect an arrest and to safeguard the female. I knew that if we found the male at the location then he would be arrested. This could potentially result in him becoming verbally and/or physically aggressive, and if this were to happen, I would need to use effective communication skills and if necessary reasonable force.

Upon arrival at the location, some officers approached the address of the male's ex-partner, whilst other officers went to the rear of the property to ensure that the male did not try to escape. Upon approaching the front door of her address, officers were informed by neighbours that the male had just left, heading in a particular direction. As a result, officers located the male sitting on a wall of a property within the estate. I knew this was the correct male because I viewed his police record prior to attending. I was already aware that an offence had been committed due to the information received from our control room; therefore, I thought it was best to handcuff the male straight away. This was done to ensure that the male did not tamper with evidence, to prevent any injury to others or myself and to prevent him from escaping. I was permitted to use force in this situation under Section 117 of the Police and Criminal Evidence Act 1984 and Section 3 of the Criminal Law Act 1967, as I was detaining the male to execute an arrest. I believe the use of force was necessary based on the information I had received from colleagues and the control room. At this point, the male became verbally resistant, stating that 'he had not done anything wrong' and he became increasingly irate, shouting at the officer's present. In this instance, I was able to use my knowledge of Betari's Box to control the situation; Barham (2016) stated that a person's attitude would affect their actions/behaviour, which will in turn affect the other person's attitude, thereby influencing their behaviour. As the male was becoming verbally resistant and shouting at me, I considered that if I did not use a calm approach then the situation might have escalated.

Todak (2017) conducted a study into tactics used by police officers to avoid force; Todak concluded there were several elements to de-escalating a situation, which included speaking to the individual in a respectful tone, being honest with them, staying calm, showing signs of sympathy and effective listening. Therefore, Todak stated that these elements are essential in building a rapport with the individual, which will increase co-operation during the incident. I have demonstrated this during the incident as I decided to take a calm approach in the way I spoke to the male, I listened to what he had to say and I questioned him using a range of open and closed questions. From this, I established the reason for the male being in the location and was able to develop a

rapport with him. This was effective as I was able to calm the male down whilst explaining that he has certain conditions in place which prevents him from being in the area. He was aware of these conditions but was adamant he had not breached them as he was only picking up some of his items. I was sympathetic with the male and validated his experience but also explained to him that there were no reasons to be in the area as he was not supposed to be there.

As I was escorting the male to the rear of the holding cell, he became physically resistant and began to pull away from me; I gripped the male's arm and told him to stop resisting. It was necessary to use force here to gain control of the situation; I used effective communication by informing the male why I was using the force and I explained that I had treated him fairly and with respect; he appeared to understand this and began walking with me to the police vehicle. This is where I have arrested him for breach of court bail; I cautioned the male and explained the necessity for his arrest which was a prompt and effective investigation and to prevent his disappearance; this ensured that I followed Code G in the code of practise. I arrested under Section 24(3) of the Police and Criminal Evidence Act 1984, as I knew an offence had been committed because I was given the males conditions before arriving at the location. I think it was effective that I was open and honest with the male whilst also remaining firm when he began to resist. I made sure that I was in control of the situation, which prevented the male from escaping and reduced the need for stronger force to be used.

I then had to remove the handcuffs applied to the male to ensure I could complete an effective search as he was wearing a backpack. After removing the backpack, I subsequently placed the handcuffs back onto the male in the same position. Again, the male was verbally resistant, this time asking me not to arrest him and for officers to take him to his parents' address. He stated that he was only there to 'help his new baby out' and that his ex-partner did not want him to be arrested. In this situation I felt sympathetic towards the male because I could understand how difficult it must be for a father to be unable to see his child due to conditions he has not to attend his ex-partner's address; however, these conditions help to safeguard the ex-partner. This was a highly emotive situation, which was reflected in the male's request, which can be explained by the emotional vs rational brain theory. Phiri (2012) stated that humans have two brains, consisting of the emotional brain and the rational brain. In our childhood, the emotional brain begins to create emotional memories which affect our emotions later in life. The emotional and rational brain work together, with the former guiding the latter during situations which are highly emotive; in this situation, the emotions of the male were clearly apparent. He became increasingly agitated, kept requesting that we speak to his ex-partner as she would not want him arrested and mentioned his new-born baby on several occasions. I once again had to use my communication skills to inform the male that he had court conditions to not be in the area and therefore this left me with no option but to arrest him. I explained that I understood the situation must be difficult for him, but I could not

ignore the fact he had breached specific conditions. Even though I was giving the male information that he did not want to receive, I believe that the rapport I had developed with him led to him being receptive and understanding of the information I was telling him.

I then conducted a search on the male, which I was able to do under Section 32 of the Police and Criminal Evidence Act (1984). I searched the male because he was arrested in a place other than a police station and I had grounds for believing that he may present a danger to himself or officers and he may possess an item, which he could use to escape. I had reason to believe this because of the male's behaviour; he was trying to resist and requested on several occasions that I do not arrest him. I also considered the warning marker that the control room had given me prior to attending, which was that the male had previous for concealing items. Whilst I was searching the male he was compliant and I found nothing on his person. I asked him to sit in the rear of the vehicle, but not in the holding cell whilst I searched his backpack. It was at this point that the male became extremely agitated, whilst displaying signs of aggression and resistance. On several occasions, I had to stop searching the backpack to inform the male to stay seated as he kept standing up and bouncing on his toes. I thought that the male could try to escape which is why every time he stood up I positioned myself in a way which would make it difficult for him to leave. I had to be firm with the male telling him to stop standing up and I held his arm to guide him to sit him down when he refused to listen. After each time the male stood up he eventually listened to me, returning to sit in the rear of the vehicle and I believe this is because of the way I treated him throughout the incident. My engagement and response to the male had been fair and he even reassured me that he was not going to run and that he just wanted to stand up. However, whilst I was still searching his backpack, I could not allow him to do this, which is why I insisted that he remain seated. I understood that whilst I was searching his backpack I could not give the male my full attention and even though he was handcuffed, I created a small reactionary gap in case he decided to become aggressive. My response in this situation was effective, my verbal communication and body language was positive, and I applied force when necessary to ensure that the male remained seating. If I were in this situation again, I would have put the male in the holding cell of the vehicle whilst I conducted the search of the backpack. This would enable me to concentrate on the search, as the male would not have been able to get out of the vehicle.

Whilst searching the male's backpack, I located a small quantity of cannabis and number of screwdrivers and other equipment. Therefore, I have been able to identify two further offences contrary to section 5(2) of the Misuse of Drugs Act 1971 and Section 25 of the Theft Act 1968. As a result, the male was further arrested for possession of a controlled substance and going equipped. I reminded the male that he was still under caution and under code G of the code of practise, I informed him the necessity for the arrest was a prompt and effective investigation and to prevent loss or damage to property. The outcome of the search helped to explain the male's behaviour

because he would have been aware that I was going to find these items. I then placed the male in the rear of the holding cell of the marked police vehicle. I then spoke with his ex-partner who informed me that as soon as she seen the male she closed her door as she did not want any contact with him. I explained that he had been arrested and that I would be submitting a public protection notice for her in case she felt like she needed any additional support from partner agencies.

Whilst conveying the male to custody he made numerous remarks, despite being informed that he was under caution. The male disclosed words to the effect of, 'I am only going to the address to help my girlfriend and my new baby out'. Upon arrival at custody, the circumstances of the male's arrest were explained to the custody Sergeant and as a result, his detention was authorised. I was aware that arresting the male took away his liberty which is a limited right under the Human Rights Act (1998). The male also has the right to fair trial under Article 6 of the act, which is why the male's rights were explained to him whilst being processed into custody and he was advised that free and independent legal advice would be available to him at any time.

Overall, I believe that I handled this incident well. Firstly, the male's ex-partner was safeguarded because the male was removed from the area and the relevant paperwork was submitted to partner agencies. I developed a good rapport with the individual even though I was the one arresting him. I used a calm approach, which resulted in the male's aggression and irritation levels lowering so that we could engage in a calm conversation. I used force on several occasions, each time being justified. I handcuffed the male at the beginning on the incident, as I knew he had committed an offence and had previously tried running away from police. He then tried pulling away from me whilst I was escorting him to the police van, so I had to grip the male to remain in control of the situation and prevent him from escaping. Finally, force was also used whilst I was conducting a search of the male's backpack, because the male regularly stood up and was bouncing on his toes. I asked him to sit down but on occasions, he refused so I gripped his arm and placed him in the rear of the vehicle to remain seated; this was to ensure the male did try to escape. After the incident, I debriefed with my tutor and I informed him that if I were to deal with the incident again I would place the male in the cage whilst searching the bag; this is because I had to stop the search on several occasions as I was concerned the male would either try running away or potentially become aggressive. I believe that if I had placed the male in the cage I could have conducted the search more efficiently. Another approach I would use in a future situation is to be more firm at times, as I often had to repeat myself during some conversations and I felt as though he was less compliant when I used a softer tone of voice. However, considering the incident as a whole I believe I handled the situation and the male very well and the situation has contributed to my learning and development, which will improve the way I police in future.

Word count: 2659

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:

In this essay I am going to use Gibbs' reflective cycle (1988) to critically assess, reflect and explain how I have supported victims through the criminal justice system and how policing values were used in a hate crime that I have dealt with during my tutorship phase as a police constable. I believe it is essential for the police to guide victims through the investigation, regularly updating them and providing the best service possible. Tapley (2003) conducted a longitudinal study on victims of crime and concluded that not being regularly updated with the investigation is one of the main sources of complaint. Further to this, victims often view the police service as the lead contact within the justice system and therefore look for constant updates and engagement. Tapley also concluded that victims are more concerned with the level of service they receive from the criminal justice system than the outcome itself. It is also imperative that officers follow the code of ethics when dealing with situations, thereby abiding by the core values of the police force. Victims should be satisfied with the service provided by the police and the police should assist with each incident with professionalism, honesty, integrity, respect whilst making decisions objectively.

I followed the code of ethics and abided by core values when I supported a victim through the criminal justice system. One of the incidents where I supported victims included dealing with a hate-crime in a shop. At the time, I was conducting a mobile patrol with a fellow officer when we had cause to attend a shop in relation to a report of on-going harassment and intimidation that appeared to be racially motivated. I received very little information prior to attending so I thought it was important to establish the facts upon arrival, so that my colleague and I could discuss the best way to progress the investigation. As I arrived at the location the victims, a man and wife who own the shop, greeted me. Whilst speaking to them I recognised that there was a language barrier between us, as it was apparent that English was not likely to be their first language, but I proceeded to ask them to explain to me what has happened.

The male explained to me that there had been on-going issues with a tenant of his who lives above his business premises. He said that there had been a number of issues with the tenants' conduct but this incident had taken place over two days. On the first day, the tenant entered the shop requesting the owner to provide him with a new key for the property as he had lost his. The owner explained that he could get a key cut for the tenant but it would cost him a replacement fee of £10. The tenant did not take to this information well and began swearing and shouting at the owner, becoming increasingly aggressive and irate. The tenant shouted at the shop owner, threatening that he had two machetes. The owner believed the threats to be true, as he had seen several large knives in his tenants flat when previously inspecting the property.

On the following day, the victims were sat at the back of the shop when the tenant walked in. The tenant was irate stating that the property owner was going to evict him and he had nowhere to go because of COVID-19. The owner informed him to leave the shop and advised him to speak with the council or a housing association. A verbal altercation occurred and as the tenant was leaving the shop he shouted obscenities at the victims, which included racial slurs. The victims informed officers that they were really shaken up and frightened because of this. They felt intimidated and concerned for the safety of themselves, their family and their shop, as they believed he was capable of carrying out the threats. I had a discussion with my colleague and we were able to identify that an offence was committed, as the individual had intentionally caused harassment, alarm or distress to the victims by using words, which were abusive, threatening or insulting (*Section 4a of the Public Order Act, 1986*). Furthermore, I was able to identify that this offence was racially motivated and under Section 31 of the Crime and Disorder Act 1998, the tenant could face a more severe punishment as a result. The owner and his wife were victims of a hate crime, as they believed they were being targeted because of their ethnicity/race, which was supported by some of the tenant's comments.

I obtained CCTV from the victim, which placed the subject in the location at the time of both incidents and an audio recording that the victim recorded during the second incident. After a

discussion with the victims they informed me they would like to press charges. I informed them that they would need to provide officers with statements and be willing to attend court, which they agreed too. Sobsey (1994) reported that language barriers and communication issues in victims who want to report an incident could result in a less detailed statement, which subsequently reduces the chance of a positive outcome. I considered that English was not the first language of the victims; therefore, I offered them the option of a translator to assist with the statement to aid their ability to document the incident but both victims decided to provide the statements in English.

As the victims expressed that they were intimidated by the incident, I asked them if they would like special measures if the case were to go to court; I explained what special measures would entail which included giving evidence by video link or having a screen in front of them so they do not have to see the offender. However, they informed me that these measures would not be necessary.

Research suggests that some victims are less likely to report an incident to the Police if they feel the Police will not take action (Williams and Tregidga, 2013; Chakraborti, Garland and Hardy, 2014). Therefore, after hearing the victims account, I thought it was necessary to arrest the tenant as soon as possible in order to safeguard the victims. I advised them to call 999 immediately if they saw the suspect again, after which he would be arrested. I provided the victims with advice and reassurance about how to prevent future incidences. The victims also provided officers with a key to the tenants flat and arrest enquiries were conducted upon leaving the shop but the male was not at the location.

Upon arriving back at the police station, I ensured that I completed all of the relevant updates including a victim needs assessment where it was established they had been a victim of a serious crime. As I identified that a hate crime had taken place, a risk assessment was also completed which scored the victims as a medium risk. I also completed the hate crime 10 point plan which aims to safeguard the victim by making relevant teams aware, such as the neighbourhood policing team (for regular patrols and reassurance visits), the hate crime officer (for review) and my supervisor. Furthermore, I have submitted a Public Protection Notice and a victim support referral form for the victims, which was sent to partner agencies to see if these agencies are able to support the victims. Bradford, Murphy and Jackson, (2013) reported that it is essential for the police to validate what the victim has been through; validating victim experiences helps them to process the incident and find ways of dealing with the emotional difficulties which occurred. Sargeant, Murphy and Cherney, (2014) reported that by doing this, trust will be increased between victims and the police and therefore more hate crimes will be reported. All of the above steps were taken to ensure the victims were appropriately safeguarded and they receive the best support and service from the police force and other agencies should they require it. Supporting victims through the criminal justice process is an essential component to effective policing. By completing these steps and informing them of my intention to regularly update them with any progression in the case I have

demonstrated within the standards of professional behaviour professionalism, honesty and integrity and duties and responsibilities.

I discussed with my colleague the next step, which was to arrest the tenant. As he was not at his flat we had to conduct further enquiries to where he was residing. I decided to research his associates and because of this, I was able to identify several address where we could conduct enquiries. Arrest enquiries were conducted across several days but they all provided negative results. Considering this delay I thought about how stressful this may be for the victims so I spoke with the neighbourhood policing team requesting that they conduct regular patrols in the area and enter the shop daily to provide reassurance and see how the victims were doing. Upon speaking with the victims, they were happy with the police response and were glad that their concerns were being addressed. After some more arrest enquiries the male was arrested and the victims were updated. Hough et al, (2010) reported being efficient and effective during the investigation is instrumental in increasing the victim's engagement with police and it increases the likelihood of them reporting and supporting the police in the future. I believe it is essential to keep victims updated throughout investigations, in order to improve victim satisfaction and to reduce any stress or anxiety that the victims may have; especially in an incident such as this, where violence has been threatened and the victims and offender know each other.

Throughout this incident and whilst dealing with the victims I demonstrated several of the core policing values. For example, the values of South Wales Police are to be proud, positive and professional. I demonstrated professionalism every time I dealt with the victims; by providing them with good level of service, ensuring that they were safeguarded appropriately, submitting referrals for additional support, offering them a translator, giving them regular updates and ensuring the shop received regular patrols where reassurance visits were incorporated. I demonstrated positivity towards the victims, providing them with reassurance, advice, informing them that positive action would be taken, and as a result, the tenant was subsequently arrested. I am also proud of the role I played during the investigation. As an organisation, we took every step in ensuring the safety of the victims whilst also carrying out an efficient and effective investigation.

I also demonstrated several core principles of the code of ethics, which include the standard of professional behaviours and the policing principles. For example, I acted honestly and with integrity whilst treating the victims with respect, informing the victims of what I intended to do and keeping my word, such as regularly updating them with new information, submitting referrals to other agencies and regular patrols and reassurance visits. I recognised the needs of the victims, taking all reasonable steps to ensure they received the best support from South Wales Police. I believe that I have treated the victims with equality whilst also considering the cultural differences and diversity, for example I offered them a translator when taking the statement as English was not their first language; I wanted them to be able to express themselves and feel able to explain what had

happened. I was patient with them whilst taking the statement as at times, they found it difficult to express what they wanted to say. I asked them to clarify what they meant in order to write a true and accurate statement. Taking this statement took longer than usual because of the language barrier however, I remained patient and took the statement to the best of my ability, as I understood that the individual had been victims of a serious crime and it was imperative that the statement reflected what had happened. Both of the victims thanked me and appeared to be happy with level of service provided. In relation to the policing principles, I have made myself accountable for my actions and have made decisions objectively, primarily making the decision that an offence had been committed and the tenant should be arrested. I have treated the victims fairly, with respect and honesty and have demonstrated good leadership skills throughout the incident.

Overall, I believe that I led the victims through the criminal justice system effectively, ensuring they were safeguarded appropriately. I ensured I completed all of the relevant paperwork from a policing point of view and referred them to external services such as victim support. Other teams within the police force such as the neighbourhood policing team also engaged with the victims throughout the process, providing reassurance as a visible presence at the location and regular visits to the shop. In regards to the outcome, the tenant was released with no further action, however he was evicted from the property and the victims have informed officers that they have not had any issues since the incident. Regular patrols are still being conducted in the area and the police and the victims have regular engagement. I believe that I have done everything that I could for the victim in terms of safeguarding, however, I acknowledge that the period between the incident being reported and the tenant being arrested must have been difficult for the victims. To reduce the stress and worry that could potentially be caused, I would have liked the tenant to be arrested sooner, although enquiries were conducted on a regular basis. However, I believe that in my role whilst dealing with the victims I acted professionally, respectfully, honestly and objectively whilst considering the language barriers and cultural differences. This is something that I will continue to do throughout my police career and I am proud of how I supported the victims in this situation.

Word Count: 2320

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:

In this essay, I am going to use Gibbs' reflective cycle (1988) to assess, reflect and evaluate an incident I have dealt with during my tutorship period as a police constable. In this incident, I used discretion by not arresting the subject, as I believed it was not proportionate; therefore, I conducted a voluntary attendee interview instead. I believe that when making decisions officers should always refer to the national decision making model, following each stage before deciding on an action to take. Nickerson (1998) reported that individuals have a tendency to show confirmation bias, selecting information which supports the report rather than a defence. However, I believe that when making decisions and using discretion an officer should remain professional and assess all available information in an objective way in order to avoid particular biases.

Whilst on duty I received a task from my supervisor to investigate a dog bite, whereby the victim was a young child. The incident had taken place a few days prior to it being reported; therefore, I felt it was essential to assess the information and intelligence surrounding the individuals involved and the incident itself, in order to ascertain an appropriate response. After conducting background checks on the individuals involved I decided to attend the address of the victim to take an account of what had taken place.

As the victim was a young child, I thought it was best to speak with her father, who was present at the time of the incident. The father informed me that on the day of the incident, the father parked his vehicle and his daughter got out of the vehicle and spotted her friend who was holding a rescue dog on a lead. The daughter went to pet the dog when it jumped towards her, causing severe injuries to her face. The victim was taken to the accident and emergency department of the hospital where she received emergency surgery. The injuries sustained to the victim were severe and at the time, the father was concerned that his daughter would lose her eyesight. The owner of the dog is a friend of the victim's family. As a result, the family of the victim were unsure if they wanted to pursue a criminal complaint; they reported the matter to the police as they were concerned that the dog lives with a number of children and they did not want a similar incident to occur. As the family were unsure about how they wanted to progress the investigation I decided not to take a statement from the father, however, I completed an attending officer statement that contained the information disclosed to me. In hindsight I could have taken a statement to avoid the father having to repeat himself later should a statement be required. The father also informed officers that he did not feel it was appropriate for his daughter to provide a statement in relation to this incident in the future because he felt it would cause her stress and anxiety and believed it was unfair to put her through this process.

After obtaining information about the incident, the next step was to assess the risk and threat and develop a working strategy. Pasman, Rogers and Mannan (2017) reported that risk assessments occur in order to decide which risks to target to reduce or eliminate any potential consequences. I believed that the victim in this incident represented a low risk; although she had been a victim of a horrible dog bite, the dog did not belong to the family and future contact with the dog would be limited. Whilst at the home address I engaged with the victim and her responses did not cause me to worry for her welfare. I was concerned that the dog, who was currently residing with three young children, was capable of causing such severe injuries again and therefore I considered those children to be at risk. Furthermore, I was informed that the dog had been seen in the public since the incident without wearing a muzzle, which was also concerning as the incident happened in public and a similar incident could re-occur.

After the victim's family informed me they did not wish to pursue a criminal complaint, I had a discussion with my tutor, supervisor and the dog legislation officer within South Wales Police to discuss the best way to deal with the incident. I was able to identify that an offence had been committed contrary to Section 3(1) Dangerous Dogs Act (1991), which concludes that the owner committed an offence because her dog was dangerously out of control and the offence became aggravated because an injury occurred. Even though the victim did not want to prosecute the subject, due to the severity of the injuries the subject needed to be interviewed. At this point, I considered two options related to how I could interview the subject, for example, I could have

arrested the individual and interviewed them in custody or I could have arranged a voluntary attendance interview with them.

I believed that arresting the subject was not proportionate in this instance as there was not a necessity to arrest. If I had arrested the subject, I could have been breaching article 5 of the human rights act (1988), therefore I used discretion and decided that the best course of action would be to conduct a voluntary attendance interview instead. Gaines and Kappeler (2011) reported that an officer's use of discretion depends on the situation and there are three variables which can influence the decision. These are situational variables, such as the severity of the offence, system variables, such as the individuals view on the law and offender variables such as being repeated offenders, their age and behaviour (Carter, 2006). Further studies have also concluded that the use of discretion can be dependent on the officer's judgement and choices (Jackson & Wade, 2005). I believe I considered all of these factors when deciding to use discretion. The offence was serious however, the subjects did not commit the offence. The victim told me that the subject was a very nice person who was distraught that the incident had taken place and had put measures in place to ensure a repeat incident did not happen, via the use of online dog classes. Based on this information and my own feelings, I believe my decision to conduct a voluntary interview was justified, proportionate and necessary. Discretion is an essential tool to use in particular situations whilst considering all options available.

In order to conduct a voluntary interview I considered that a statement would need to be obtained from the victim's father acting on behalf of his daughter. I also tried to identify any other witnesses and any CCTV, which may have captured the incident. I collected all necessary evidence such as, statements, photographs of the injuries sustained to the victim and the medical documents from the hospital. I believed it was necessary to submit a public protection notice for the victim and for the children currently living with the dog as they were all at risk. I also had the power to seize the dog for an assessment; this is something that the victim's family wanted due to concerns of a repeat attack and something that was considered by my supervisor and me.

Rutkowski (2016) reported that individuals make decisions based on their own experiences, emotions and knowledge whilst applying logic to a situation. I made the decision to seize the dog for an assessment because I felt the dog presented a risk to the children who were residing in the same household. I felt this was necessary, as the assessment would consider the mannerisms of the dog and the level of aggression it possessed; this is something that could predict the likelihood of any future incidents of a similar nature. At this point, I informed the family that the dog had been seized and would be undergoing assessments, which was well received by the family. However, I felt sympathy towards the subject, as I knew they would need to be interviewed about the offence and they appeared to be upset by their dog's actions. After obtaining all of the evidence and seizing the dog, I arranged for the subject to come into the police station so that a voluntary attendance

interview could be conducted. The subjects account was very similar to that of the victim's father. The subject gave a full admission to the offence and it was clear that they were shocked about the whole situation. The subject provided officers with more information about the dog such as the breed, how long they had owned it and the steps they have taken since the incident to ensure that it does not happen again. The subject began crying during the interview and I could see that the incident caused them distress. Once again, I felt sympathetic towards the subject, as it was clear that they had genuine remorse over the incident. Upon conclusion of the interview, I collated all of the evidence and put this forward to the crime prosecution service for charging advice.

Throughout this investigation, I followed the code of practise within the Criminal Procedure and Investigations Act (1996). For example, this was a reactive investigation to a report made to police and I conducted all of the relevant enquiries as soon as reasonably practicable. As the incident happened prior to me attending, my priority was to secure any evidence and identify the subject. I took an account on behalf of the victim during my initial attendance, obtained photographs of the injury, and requested the medical notes from the hospital. As the victim's family were aware of the subject there were no identification issues, which meant that the investigation could be progressed expeditiously. I did not need to visit houses in search for other witnesses as this was not applicable due to the incident occurring in a public car park and it was not captured on CCTV. Following the Criminal Procedure and Investigations Act, I recorded all of the information that I obtained from the victim, whilst also updating the police system with every contact I had with them. Negative information such as not supporting police action or prosecution also needs to be recorded. In this incident, I documented this throughout the investigation in my statement, the victim's statement and the incident record.

With regards to the subject, the voluntary attendee record was recorded which included their confirmation of being interviewed (under Code C) their rights (which are the same as if they had been arrested but further information was provided advising them that they can leave at any point), a risk assessment and the interview summary. The interview was also recorded visually and audibly which follows code E and F in the code of practice and these recordings will be retained and stored on a hard drive for integrity purposes. This interview was relatively short; therefore, officers made no notes during the course of the interview; if notes had been taken, they would have been exhibited.

All material that I recorded will be retained until the investigation is complete and the crime prosecution service has reviewed the case and made a charging decision. If the crime prosecution service authorises a charge then the evidence that I have collected will be retained until the subject is proven guilty or not guilty. I also recorded and retained information with regards to seizing the dog. A dog seizure form was completed and added to the police records, along with the kennel in which the dog was placed; this information could not be revealed to the subject or the victim's family in this situation.

Whilst following the Criminal Procedure and Investigations Act I also adhered to the policing values and code of ethics whilst following the national decision making model and making specific decisions. For example, I remained professional throughout the investigation whilst meeting the needs of the victim and I also treated the subject with respect, dignity and honesty. Personally, I found this incident very emotional; speaking with the family over the course of the investigation and hearing how 'their world had been turned upside down' was challenging for me. I have seen an innocent child suffer severe injuries and even though I do not have children myself, I could empathise with how hard it must have been for the family. As a result of my feelings towards the victims and subjects, there was a potential to show bias because of the emotive nature of the incident. However, I went through each step of the national decision making model thoroughly and objectively to ensure the decisions I made were fair.

I was accountable for seizing the dog for an assessment and even though the victim's family were keen for this to happen, it did not affect my thought process on making this decision. I made the decision after assessing the risk the dog possesses in a household with three young children and whilst in the public. In some circumstances, officers could have felt pressured into seizing the dog but I made the decision objectively after seeking guidance from the dog legislation officer. Throughout this part of the investigation, I have demonstrated professionalism, honesty and integrity, whilst abiding by legislation to carry out my duties and responsibilities. I handled confidential information by not revealing to any party which kennel the dog was being assessed at. I felt emotional taking a dog away from the family as they became upset; however, I felt the decision was justified, proportionate and necessary and that is why positive action was taken.

I utilised discretion in this incident by not arresting the subject, instead I conducted a voluntary attendee interview at the police station. Whilst dealing with the subject I demonstrated honesty, professionalism, fairness, openness and respect. I did not treat them differently to any other subject or the victim and after hearing their account and understanding the impact and strain it has put on their life, I felt sympathetic towards them.

Overall, I believe that I dealt with the victim and subject well, treating them both with respect, honesty and professionalism. I am proud of how I did not let my emotions negatively impact on my ability to deal with the situation and how I remained objective throughout. I utilised advice and guidance from experienced officers throughout this investigation; I am grateful to be able to have advice from my colleagues and I will continue to ask questions where relevant throughout my policing career. I have learnt that even if an offence has taken place, the subject is not always a bad person. The subject showed genuine remorse and guilt over the incident and this was the first time that I experienced this. If I could have done something differently, it would have been to progress the case a little quicker. I could have taken a statement on my initial attendance, regardless of whether the family were unsure if they wanted to prosecute, as a statement had to be taken at some

point in the future. This would have meant that the interview and decision from the crime prosecution service may have been received sooner, resulting in the dog being in the kennel for a shorter period of time. I will continue to evaluate my role after every incident I deal with in order to continue with my development and improve my competency as a police constable.

Word Count: 2578

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Case File Building	I will achieve this by completing more case files. I believe that my HUB attachment will assist greatly in my understanding of how to build a case file effectively	My supervisor and more experienced police constables on my shift will be able to support me until I am able to go onto my HUB attachment.	6 – 12 months
Dealing with conflict	I will achieve this by attending more calls involving conflict. Even though I have dealt with conflict already, it has been limited. However, once the night time economy re-opens I believe that I will deal with conflict a lot more within my role.	The officers who I am working with and members of my team and supervisor. I will debrief after every incident I attend which will allow me to learn and improve my competency as I become more experienced.	3 - 6 months
Interviewing	Conducting more interviews will increase my confidence within this competency. I have taken the lead on several interviews but believe I need more experience so that I feel competent to lead during more complex cases.	Other members on the team will be able to support me if I need help when preparing for an interview. I believe that my HUB attachment will also be beneficial in improving my confidence as I will be completing several interviews which will	3 months

		include a variety of offences	
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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: Adam Ward (Learner, Electronic signature or type name)

Date: 26/11/2020