

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/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 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll 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:

In order to discuss coping strategies and resilience it is first important to understand what the term 'stress' means and how that relates to working for the police and then subsequently evaluate methods that I developed for dealing with this stress.

There are a number of ways with which stress can be defined. A simple definition provided by Marcus Gentry is 'an uncomfortable reaction to a stressor' (Hanover, 2014). This definition is a simplification of Linden (2005) who describes stress as:

'a mediational process in which stressors trigger an attempt at adaptation or resolution that results in individual distress if the organism is unable to satisfy the demand.'

The response to these stressors can be psychological, behavioural and cognitive (Linden, 2005). When looking to apply this to coping strategies I believe that Selye's activation – exhaustion model (1976) is helpful when trying to explain what is effective. Selye (1976) sets out that a stimulus causes an activation in the organism, which either results in exhaustion or adaptation. Coping strategies would either look to help promote adaptation to the response of the stressor, help recover from the exhaustion or minimise the activation that the stressor had.

Having not experienced working for the police personally or having any immediate family or friends who worked for the police, I anticipated there being a number of stressors that I would have upon joining the job. Apart from the obvious stress of actual police practice which would not be relevant during my initial 6 months of learning, there were still a number of concerns that I had about starting. Primarily was the hierarchical structure of the police. As I had only worked in the food and hospitality sector, with a brief stint working in the administration department of a university, I had not been exposed to a working environment like this. The stressor in this instance would be the expectation to respect and understand the values and structure of the institution without having had exposure to it previously.

Secondly during the training period, I would be expected to take notes and sit exams, much like being back at University, which I remember the assessment periods of being one of high stress.

An example of a strategy that I used to help minimise the activation of the stressor was by ensuring that I had taken adequate notes during classes and supplementing them if I needed to when I got home. I would then start preparing the notes into revision materials in advance of the assessments that would take place. By starting my preparation early in advance, when

the stressor of 'exam period' was implemented, the activation was 'minimised' as I was conscious and aware that I had already completed a lot of the work that I needed to in order to feel prepared.

Another coping method I used was by introducing exercise into my daily routine. As someone who has always done sports, rugby in my youth and lacrosse whilst at university, I have always lived an active lifestyle. However, during the initial six-month training period due to commuting it was hard to commit to going to training. Instead, I incorporated going to the gym every evening and making efforts to go on runs at least twice a week. Rostad & Long (1996) demonstrate the physiological benefit that exercise has and supports why it should be included as part of a healthy lifestyle. On a personal level the physiological changes that happened to my body as a result of regular exercise benefited myself two fold. Firstly, as evidenced by Rostad & Long (1996) is the long term physiological benefits, but the second is that the stress of having to be able to complete the police standard fitness was no longer a concern as I was able to run for extended periods of time.

Another way with which exercise helped was psychologically. Upon completing exercise I felt relaxed and was able to channel any tension I had built up into the exercises I was doing. This is further supported in the literature, with Kugler, Seelbach & Krueskemper's (1994) meta-analysis of the psychological impact of exercise treatment in cardiac patients, which showed that exercise alone without any other psychological intervention resulted in a reduced feelings of anxiousness and depression in those who participated.

In conjunction with this I tried to manage what I ate in a healthier manor. This was to support my more active lifestyle however I did still allow myself to eat whatever I wanted; I was just more conscious of what I ate. There is conflicting research into the way food and diet can impact stress with some saying it can have a drastic impact whilst others saying that this is often as a result of other changes to the individual's lifestyle (Linden, 2005). Another thing to consider when viewing food and diet as a coping strategy is that often when it becomes the sole focus of the individual it can become another stressor and have a negative impact on the health of the individual (Polivy & Herman, 1985).

To me the most effective coping mechanism was developing the exercise routine as this led to the most perceived benefits to myself and was also a useful habit to develop that I could take when I completed my training and was sent out on to response. It was more effective than the early starting of revision as it distracted myself from the work and made the stressor less apparent in the moment, however when it came to actually working during the learning period the early prep was more effective for coping with the larger stressor.

Managing my diet was a minor coping strategy that had mixed results as often I would still eat food that I wanted to that was not necessarily as healthy for me and on occasion that would induce more stress. It was when this would happen that it became apparent that I should not be putting so much emphasis on this.

Word Count = 998

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:

An incident that I will be reflecting on will be a report of a disturbance occurring in a residential property containing an elderly female and her grandson. The call stated that a neighbour was concerned as there was shouting being heard from inside the property and he knew that the elderly female who resided there permanently had her grandson staying there. Initially when we arrived, we saw a male and a female through the kitchen window of the property, however as we had been given an incorrect house number, when we returned to the correct flat, the male and the female were no longer visible and had turned the lights off. As we were concerned for the safety of the people inside, we knocked on the door and I began speaking to the lady who was inside the property. Initially she denied that there was anybody else present however based on my earlier observations and having looked through the letterbox and seen her speaking with a male I knew this was false and informed her that we needed to come in just to check that she was safe, and no offences had taken place. Following a prolonged conversation with the female explaining that if she was not going to open the door then we would need to force entry to the property as we knew that she had another person present, the grandson came to the door to speak to myself. He explained that he was currently involved in a police investigation and had spoken with the officers involved merely an hour ago, explaining that he would voluntarily attend the station the next day in order to be interviewed and was concerned that he had "had been tucked up" by seeing officers present at the address and believed that we were coming to arrest him.

I explained that we were not involved in that investigation and were attending the property on a separate call and that it would be easier to discuss everything inside the property, so as to afford all involved some privacy as I was having to shout through a door and also to enable myself and my colleague to establish, as the individuals inside were reporting, that nothing had happened and that there was no need for officers to be concerned. We were invited into the property and de-escalated the tension the occupants had explaining that we

had received a call stating they had heard shouting from inside and that we just wanted to make sure that all occupants inside were safe. Having spoken with both parties no offences were disclosed and it was believed that the disturbance reported may have been the grandson getting worked up whilst on the phone with the other officers involved in the other investigation. Once we established that there was nothing untoward taking place, we explained that no further action would be taken by ourselves and that moving forward if the police are at the property, it is easier if you are upfront and don't hide as that projects the idea that something bad has happened.

There were a number of issues that impacted the way this incident needed to be approached. One of the key social contexts is looking at the potential for this to have been an incident of domestic abuse. The Department of Health (2017) reports that one in four women and one in seven men will experience some form of domestic abuse, whether that be physical, sexual, psychological, financial or emotional.

Notko et al (2022) establish that as domestic abuse continues to be a pervasive and increasing issue in modern society, it is important for it to be an area of policing practice that is improved upon in spite structural and cultural factors impeding on reporting and intervention. Despite misconception amongst the public, domestic abuse is defined as per the legislation as 'any abusive behaviour' that takes place between two people who are 'personally connected to each other' (Domestic Abuse Act, 2021). Fagerlund et al (2020) clarifies how this can relate not only to those in relationships but also to siblings, parents and children and those who live in a joint household.

As such there is an ever-growing pressure on the police to be seen taking positive action to prevent and protect those vulnerable to experiencing some form of domestic abuse and to help those who are currently experiencing it. This was reflected in the persistence of my action when attending this call as it was uncertain initially why the female was reluctant to say that there was another person present and reluctant to let officers enter the property.

Another consideration once we had entered the property were barriers to the disclosure of the abuse. Heron et al (2022) highlight that one of the key barriers to disclosure is the perpetrators physical presence when provided an opportunity to disclose. In order to mitigate this during this incident myself and my colleague separated the male and female inside the property whilst taking accounts of what had been going on that evening. By speaking with the female by herself in the kitchen I hoped to reduce any concern that she might have had about disclosing anything in front of her grandson, however she reassured me that nothing had happened and that he had just been shouting on the phone and not directing it at her. I used the rapport that I had established with her to enquire as to whether there was anything else that had happened at home, without phrasing it as 'abuse'. The absence of pressure to disclose a form of abuse helps to facilitate further disclosure (Spangaro et al, 2016).

By looking at the kinds of behaviour I would be able to assess whether a form of abuse may have taken place. The female explained that her grandson was staying with her to help support her as she was older and suffered with ill health at times.

My communication skills applied when speaking with the female were also important as displays of listening skills, empathy and trust are facilitators of disclosure (Heron et al, 2022). I initiated by introducing myself and explained in simple language why we were there. I followed this up by asking her an open question, asking simply "what has happened this evening". This provided her with the opportunity to explain in her own words what had happened. During this period, I made sure to show that I was actively listening and didn't interrupt her. Once she had finished, I followed this up with simple questions to clarify some

of the details that she had mentioned. I did not want her to feel pressured, and as such made sure that my tone was friendly, and I was not shouting. As she started to calm down, I used humour to try and diffuse the tension, however made sure that it was appropriate. An example of this would be whilst she was getting cross about an anonymous neighbour deeming it necessary to phone the police and saying that they should mind their own business, I joked saying "well you know what neighbours are like, mine are just as bad always wanting to know everything that's going on!". She laughed in response to this saying that she was going to be the talk of the complex having had police at her house in the night. These communication skills will be further talked about when evaluating some of the models underlying conflict within police interventions.

Betari's box is a model that explains how communication between parties can be affected in a positive and in a negative way based on each party's attitude and behaviour (College of Policing, 2020). The model links how my attitude impacts my behaviour, which impacts your attitude and your behaviour which subsequently impacts my attitude, and the cycle continues (College of Policing, 2020).

Especially because most of my involvement in this incident was on a one-to-one basis it becomes increasingly apparent how applicable this is to conflict management this model can be. This can be reflected through the different stages of the incident.

Initially my attitude was one of concern and my priority was getting inside the property and establishing what had occurred and if there were any safety issues. This impacted my behaviour in a number of ways. My voice started off as a shout to ascertain whether there was a person inside still and I was direct in my instructions, stating that we would like to be let into the property however if that was not going to happen then we were going to force entry. This then impacted the female's attitude causing her to be afraid that her doing was going to be put through, which caused her to identify herself and say that she was alone and would not be letting us enter.

Once she identified herself, my level of concern was still there however my attitude changed in that I wanted to establish a rapport with the lady so that we could gain entry in as un confrontational a manner as possible. This was reflected by my behaviour where my tone became more friendly. I did this by speaking more softly and attempted to raise the pitch of my voice slightly so that it was slightly less intimidating as I have a deeper voice which can often be misconstrued as being threatening. I also spoke directly to the woman explaining in simple terms why we were there, why we needed to come inside and the powers that we had should she not co-operate. As a result of me being more friendly in my talking and clearer as to why we were there, this changed the attitude of the male who had been trying to remain hidden. He approached the door and explained his concerns and agreed to let us in. As a result of his behaviour changing to that of more compliant, that then made me less confrontational upon entering.

These changes in attitude had a direct impact on our behaviours and it is evident that this model can be applied to situations where de-escalation and negotiation is required. However, it also shows how escalating behaviours can impact in a potentially negative way. A potential issue that this model has is that it may not be applicable when dealing with multiple individuals at the same time as your behaviour may cause different people to have changes in attitudes in opposite ways.

Another models with which I believe has a great deal of effectiveness is the IMPACT model, which looks at the interpersonal communication skills of officers in dealing with conflict management (Fitch, 2016). The model focuses on developing processes for connecting and

communicating with service users in a more successful manor, diverting away from hostility and unnecessary confrontation. Fitch (2016) bases the model on 6 key principles (reflected in the name) those being:

- Identifying and managing emotions
- Mastering the story
- Promoting positive behaviour
- Achieving rapport
- Controlling your response
- Taking perspective

These principles are an effective way of managing causes of conflict in police intervention as they are able to be applied in a manor with which the officer deems appropriate. Fitch (2016) explains that the steps can be applied in any order that may suit the situation and, in some instances, all 6 steps need not to be applied.

All of these principles were applied during the incident above although at different stages of police intervention and each with differing effect. I believe that the most effective principle for most if not all situations is the fourth 'achieving rapport' as without rapport the dialogue begins to shut down and it is impossible to move forward. The building of rapport also can incorporate the other principles meaning there is overlap. However, one of the issues is that at times communication is not possible with the individual as they may not wish to engage with the police from the outset. Although it does render elements of this principle futile, it is still possible to use elements to reflect on the situation oneself and impact your response in confrontation as opposed to using it solely as a tool to deal with the conflict itself.

Word Count =2032

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, as well as any relevant Code of Practice considerations.

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

ANSWER:

The incident that I will be exploring is a road traffic collision that myself and my colleague came across whilst we were on mobile patrol. As we approached a roundabout, we could see that two vehicles had collided with each other; the van in the left-hand lane had turned right colliding into the side of the car in the right-hand lane which had continued to drive straight. The van had minor damage to the front bumper, whereas the car that had been hit had a large dent to the rear passenger side door and rear passenger wheel arch.

My first priority was ensuring that all involved in the collision were safe and that no injuries had occurred. I was particularly concerned as the car contained two young children however upon speaking to them and their mother, it became apparent that apart from being slightly shocked that the collision had occurred nobody had suffered any injuries.

As there was only damage caused to the car and no injuries, there was no requirement to take further action only to make sure that both parties complied with section 170 of the Road Traffic Act (1988). Section 170 of the Road Traffic Act (1988) states that following an accident caused by the presence of a mechanically propelled vehicle on a road or public place, where by damage is caused to another vehicle; the driver of that vehicle is required to stop and provide his name and address as well as the name and address of the owner of the vehicle (if that is different) as well as the identification marks of the vehicle and proof of insurance.

This is where I began to start to experience some issues as the driver of the van was a foreign national working in the United Kingdom on a temporary work basis and as such did not speak very good English. The vehicle had been imported from overseas into the United Kingdom and as such would not appear on any of our vehicle checks to see if it had a valid MOT or insurance. The vehicle was also not owned by the male driving, it was a company

vehicle and all the documentation that he had was in his native language. As the vehicle was not owned by the male, the insurance policy that he had was a company policy that covered any employee driving it. However, this was not clear initially as the document was not in English.

In order to resolve this issue, I contacted Language Line, which is a translation service available to the police should they require it. They provide a service whereby they have a translator who speaks the language that you require and is able to speak to the individual over the phone and translate both what you say into their native tongue and what they say into English for the officer. This service is an incredibly useful tool as it is quick and easy to use and is accessible for all officers, meaning it is easy to deal with in the moment. In this instance it meant that I was able to communicate with the male driving the van at the roadside in the moment, as opposed to having to wait and potentially have a translator come out to translate for me or have to bring the male somewhere to have a translator present.

Muliyam and Lai (2017) highlight that as there has been mass economic migration in recent years which has resulted in traditionally mono-lingual nations experiencing an increase in the diversity of the languages spoken in their society. Not only has there been the diversification of language, but also in people's cultural experience and understanding of society and law, as each country will have different societal norms and the public service providers (in this case the police) will act and enforce differing legislation in differing ways (Muliyam and Lai, 2017). The diverse nature of these cultural, linguistic and legislative experience has resulted in what Chan (1997) calls the 'rapidly changing social environment of policing'. As discussed in a Task 2 communication is an exceedingly important skill when it comes not only to conflict management but also when it comes to providing policing as a service (Linden, 2005). There have been a number of studies that highlight that one of the larger obstacles to delivering effective policing is language barriers between service users and providers (Pickering et al, 2007, Shah et al, 2007, & Schneider, 2007). Myhill (2006) further expands on this highlighting that successful engagement in the policing process relies on communication. In order to effectively police you need to be able to communicate with the individual involved and if they have a different cultural background you need to be able to explain the process that they are going through.

This is highlighted in right one of the Victims Code, which is the right to be understood (College of Policing, 2021). Although in this instance there was not a crime per se, it is still applicable when considering all involved are service users. This relates to this incident as there was not only a language barrier between me and the male driving the van, but also between the female driving the car and the male driving the van. By having easy access to language line, I was able to make sure that all parties were understood, and the appropriate information was exchanged in a timely manner. By ensuring that the effects of the language barrier were as mitigated as possible it was then possible for me to ensure that the other rights laid out in the Victims Code were followed.

The female who was driving the vehicle was concerned that because of the other party being a foreign national and not driving a British vehicle or having what appeared to be British insurance that she was not going to be able to go to her insurance with the information that had been provided. I explained to the woman about the Victims Code which is twelve rights which set out the services and minimum standards that police organisations must provide to those victims reporting crimes (College of Policing, 2021).

This is where I was able to explain about Right two, three and six of the Victim's Code which are:

- Right 2 – to have the details of the crime recorded without unjustified delay
- Right 3 – to be provided with information when reporting the crime
- Right 6 – to be provided with information about the investigation and prosecution
(College of Policing, 2021)

I ensured that right 2 was followed by recording the entire incident on body worn video, meaning that I had a record of the entire incident from start to finish, which could later be referred back to or exhibited as evidence should there be any further issues resulting from the accident. I also made sure to keep an accurate record of the details of all person and vehicles involved in my electronic pocket notebook.

This incident was not a crime at the time of the collision however I still wanted to re-assure the lady that she would be supported should there be any issues with her insurance company and as such in order to enforce right three I provided her not only with the incident number but also my name and collar number, should that be required further down the line. I also provided her with the male's insurance details, name and address following the use of the translation service to ensure their validity. As the lady had not been in a road traffic collision prior to this one I explained to her that as the accident had not result in any serious injury and only damage to her vehicle, that police presence was only necessary to ensure that section 170 of the Road Traffic Act (1988) had been complied with, which by the exchanging of information it had been. I further explained that she would subsequently need to contact her insurers and explain to them what had happened and use the information provided. Once she understood how the process worked, she was much calmer as she explained her initial worry was her inexperience of these types of incidents.

I further provided her with my works mobile number and took her contact information so that once we had completed our further lines of enquiry, I would be able to provide her with an update, which also addressed Right six.

Another legislative issue that I had to consider whilst dealing with this incident was the fact that the male involved in the accident was a foreign worker who was only in the country on a temporary basis. This was an issue as it would mean that should he not have valid insurance; it would not be able to send him a postal charge or report him for summons if he did not have a place of permanent residence. As such I enquired as to whether he had a tenancy agreement or other document such as a utility bill that was in his name proving where he was residing whilst he worked in the United Kingdom. Unfortunately, the male did not have this on his person and after having enquired with the male's employer, myself and my colleague decided it would not be appropriate if we simply let the male leave without further investigation.

As such we accompanied the male back to the property, where he was able to show us documentation that showed that he was a tenant there, albeit only for the duration of his work. Whilst we were in the address it became clear that this was his residence whilst staying in the United Kingdom as he had multiple personal belongings in the address, and it was clearly lived in. Also, despite having only been in the address for a short period of time the male was able to direct us exactly to where he was living and had a key that worked to enter the property. I used Language Line again to explain that owing to the nature of his being in the United Kingdom it was important for us to know that his address was permanent (for the duration of his stay) in order for our legislation to be complied with. It can be argued that this action on our behalf was extreme and based out of prejudice due to his work status, however I believe that it was a necessary substitute for the checks that would appear had we used the Police National Computer to run checks on a British person or vehicle. We needed to ensure that the information provided was correct, and both myself and my colleague believed that despite the necessity for arrest being there (to ascertain name and address)

that that was not a proportionate response to the situation and that the address check in person as well as with their employer was more than adequate in response.

Word Count = 1825

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.

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

ANSWER:

The policing incident that I will be reflecting on will be an incident that occurred whilst policing the night-time economy. Myself and my tutor received a call to attend a night club, where a male had been ejected from the venue and was currently collapsed on the street outside. The male was escorted to the local help point in an attempt to help arrange someone to come and pick him up and take him home and to also perform some health checks to make sure it was safe for him to do so. During this time period a bag of white powder, which was later identified as cocaine, was observed falling out of his pocket by myself and the bag was seized, and a stop and search completed on the male to see if he had anything further on his possession. Subsequently the intoxicated male became increasingly agitated at one point albeit accidentally spitting on myself and shouting and confronting my colleague. Due to the fact that his behaviour was escalating, and he was evidently intoxicated, he was arrested for being drunk and disorderly and later further arrested for possession of a controlled substance.

Throughout this incident I was repeatedly having to reflect on the Code of Ethics and re-evaluating the National Decision-Making Model as the male's behaviour changed and the circumstances surrounding my involvement changed.

The Code of Ethics were produced by the College of Policing in 2014 and sets out the standard of behaviour for all individuals who work in a policing capacity, from those working on full time, part-time or even voluntary basis and is applicable to all ranks of officer. The Code of Ethics does have basis in legislation, as it is a code of practice under section 39A of the Policing Act 1996 which was further amended by section 124 of the Anti-Social Behaviour, Crime and Policing Act 2014 (College of Policing, 2014).

There are nine fundamental principles that apply to policing that are laid out by the College of Policing (2014). These are based off the 'Principles of Public Life' which was published by the Committee on Standards in Public Life in 1995 (College of Policing, 2014). The College of Policing (2014) sets out these principles as:

- Accountability
- Fairness
- Honesty
- Integrity
- Leadership
- Objectivity
- Openness
- Respect
- Selflessness

These policing principles are further represented and reflected in the Standards of Professional behaviour. These are what is expected in the behaviour of those working within policing not only by the public but also the professional bodies involved (College of Policing, 2014). These standards 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
- Challenging Improper Behaviour

These standards are the basis of all police staff behaviour, and it is important that all action undertaken not only whilst in the role of police staff but also when not in uniform reflects these standards.

It is important to have a thorough understanding of the Code of Ethics as they are placed at the centre of the National Decision-Making Model (College of Policing, 2014). This is what makes it differ from other decision-making models such as the Joint Decision-Making Model, which places 'Working Together, Saving Lives and reducing Harm' at the centre and is applied to the multi-agency approach with which officers find themselves involved in when dealing with incidents that may require the Fire Service or Medical Services (College of Policing, 2014).

There are then five surrounding elements which go into the National Decision-Making Model. Those are:

- Gathering Information and Intelligence
- Assess Threat and Risk to develop a working strategy
- Considering Powers and Policy that are relevant to the situation
- Identifying options and contingencies should they be required
- Taking action and then reviewing what happened (College of Policing, 2014)

The National Decision-Making Model can be applied in a multitude of ways, with a primary emphasis on planning your response ahead of being in the situation (whether that be more spontaneous response to calls or planning operations ahead of time). It is still important for

officers to reflect and apply the National Decision-Making Model in immediate situations; although it is recognised that it is not pragmatic to break down every action or thought in response to a situation into each phase of the model (College of Policing, 2014).

The initial stage of gathering information and intelligence can be applied to any situation, with it being reflected by us simply communicating with the male to find out who he was, what had happened over the course of the evening and whether there was anyone that we could contact to ensure that he was safely returned home. Once we had gathered this information, I recorded it in my pocket notebook and did subsequent checks on the male to see if he had any linked associates, ie a family member, that we could arrange his transport with. By doing these checks I was also able to see if the male had any warning markers or was wanted; this was important to evaluate how we dealt with the male and if I needed to have any concerns for myself or my colleague's safety. It was also important to speak to the male to understand what he had consumed that had gotten him as intoxicated as he was and whether we would need to ask for medical assistance had he taken something that could have had a more severe adverse effect on his health. Whilst gathering this information it was important to consider a number of elements of the Code of Ethics, primarily treating the male with respect and confidentiality, as owing to the environment it was important information was not shared accidentally with the public whilst being communicated.

To begin with the male had been compliant and jovial – although intoxicated and as such some of what he was saying was incoherent. As such he did not appear to pose much threat to others, just had the potential to cause harm to himself as he was not very co-ordinated and was unstable on his feet. This prompted us to get him sat down and some water to keep hydrated and sober up. When he started to get more aggressive to myself and the health care providers who were assisting this was re-evaluated and as such, I thought it was necessary to use minimal force to get him away from others and sat back down. This culminated in him squaring up to myself and my colleague and myself and my colleague. As the male's behaviour became increasingly more volatile, the threat was re-assessed, and I thought the most appropriate use of force would be to place the male in hand cuffs and arrest him for being drunk and disorderly as per section 91(1) of the Criminal Justice Act (1967). He was then further arrested under suspicion of being in possession of a controlled substance in line with section 5 of the Misuse of Drugs Act (1971).

Initially, I was going to use my discretion with regards the bag of white powder that had fallen from the male's pocket as it was a small amount, and he could have reported for the offence as opposed to being arrested then and there. This reflects the consideration of powers and policy that is the third phase of the national decision-making model.

Although the initial working strategy developed was to arrange for the male to be picked up, when a family member arrived to do so, his conduct had become more aggressive and there was a small child accompanying the family member and I did not believe that it would be safe for them should they be taking him home.

A key element of the Code of Ethics is 'Authority, Respect and Courtesy' and this was something that I was required to consider during this incident (College of Policing, 2014). Due to the male's level of intoxication, he had begun spitting frequently and in the process of this he spat directly at me, with his spit landing in my face. This is obviously quite a provocative situation and in regular people can evoke a volatile response however as I am held to this standard it was important that I not retaliate in that manor. I was composed and

respectful, understanding that this was not a deliberate action and was a result of his level of intoxication. Instead of reacting, I removed myself from the area, leaving the male with my colleague and taking myself up to the health point building to clean my face. Understanding the situation, I knew that it was not necessary or proportionate to consider this as an assault on an emergency worker.

As the male was found in possession of a white powder which was later identified as cocaine, I used one of the powers which is to search the male and seize anything believed to be a controlled substance (Misuse of Drugs Act, 1971). During this process I followed the guidelines set out in the Police and Criminal Evidence Act (1984) by identifying myself and the station that I work out of, explaining the grounds and object of the search, the legal search power that was being exercised (Section 23 of the Misuse of Drugs Act 1971), that he was entitled to a record of this search and that he was being detained for the purpose of the search.

The search resulted in the male becoming more aggressive and as such I re-evaluated the threat during this process ensuring not to position myself so that I would be vulnerable to an attack from the male. I also put in the contingency of getting my colleague to stand close by and observe the male so that should anything occur, he would be able to either warn me or intervene himself.

During this search I ensured that my body worn camera was activated to record the process and all of this was recorded in my electronic pocket notebook. This reflects the openness and honesty and integrity laid out in the Code of Ethics. This is also relevant to ensure that my actions were in line with the codes of practice set out as a result from the Criminal Procedure and Investigations Act (1996).

As the offence had taken place whilst policing the Night-time Economy, following the male's detention in custody, the rest of the investigation was handed on to the Hub. As such it was important that all the actions taken by me were accurately recorded so as to be in line with the afore mentioned code of practice.

This included making sure that my pocket notebook was completed with accurate details, the stop and search form was completed when the search had been finished, that a use of force form was submitted for the force used and that my body worn video was correctly labelled and categorised.

Furthermore, for the drug offence to be correctly investigated it was required that the small bag of white powder to be seized and labelled correctly in a tamper proof evidence bag and for it then to be tested by an officer who was qualified to do so, as I have not completed that training at this point of my development.

Following the shift, I was able to reflect on the incident with my tutor, where we evaluated the options that we had had available. We both agreed that we had initially attempted to deal with the male in the most proportionate manor however once the level of agitation and aggression started to increase it became increasingly apparent that we were going to have to arrest the male. Despite it being an accident, the one thing that I would look to improve on next time I may be in a similar situation is to not position myself in a place where I could be spat on again. Although it was a minor incident had the male been contagious then there could have been serious health issues arising from this. In order to prevent this from happening again I would not stand as close to the person who is spitting. Another step would be to place the male in a spit hood, however at the time as the male had not been arrested and was intoxicated I did not believe that this would be a proportionate use of force.

Word Count = 2063

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 1000 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
Interviewing – As I have not completed many interviews during my tutorship period I am not as confident with some of the processes that take place during an interview and have not developed a routine for questioning.	One of the ways with which I hope to develop this is by simply completing more interviews. As I completed my tutorship on Neighbourhood Policing Team I was not exposed to as much interviewing as anticipated. By completing more Interviews, I hope to be able to develop my confidence and familiarise myself with the interview process. Moreover, by getting in repetitions of interviewing, I will be able to develop a catalogue of questions targeting the points to prove in relation to offences. By developing this I will feel more comfortable when it comes to going into interviews. Unfortunately, this is not a quantifiable development goal however one of the	My colleagues in my team will be able to provide me with feedback following the completion of interviews to say what went well and what areas I need to improve on. Furthermore, they will be able to provide me with supporting questions if they are present with me in the interview. They may think of things that I would not have thought of and I can take them into future interviews. I can also receive support from my Sergeant as they will be able to facilitate me having another officer in the interview room	As this is a fundamental skill when it comes to policing it is imperative that it is developed in an expedient time frame. As such I would like to develop this over the 6 months being signed off for Independent Patrol Status

	ways with which I would feel this has been achieved is when I am able to lead interviews without any other supporting officers.		
Understanding of Case files – during my tutorship there were not many opportunities to complete Case Files as a lot of the incidents that I went to were picked up by the response team that were working at the time.	Similarly, to Interviewing, this will require practice and completing more case files. Despite having been taught this during the initial 6-month training period, this was not done practically on Niche. Therefore completing more case files practically will familiarise myself with what is required to go into them. Another way with which I hope to develop my understanding of putting together case files is through by completing my attachment in the Hub. I will get more practice and have colleagues who have more knowledge when it comes to completing case files and they will be able to provide me with any additional support.	As mentioned, the officers in the hub will be able to provide me with additional support when I complete my hub attachment. However this may not be until next year and as such I will seek support from some of the members of my team as they have more experience completing files and may be able to point out any documents that I may be missing or should not be included.	The timeline for this development is longer than the previous one as there are a number of different types of case files that can be expected of an officer. Also with many calls that officers attend not requiring a case file of any kind it can be hard to anticipate when I will have the opportunity to With not knowing when my attachment in the hub will take place it is harder to say when this will be achieved by. I aim to have developed in confidence with putting case files together; whether guilty anticipated plea or non-guilty anticipated plea in the next year to 18 months.
Completion of personal training course – As I have now been signed off for independent	This will be achieved by getting myself booked on and completing these courses when they are available and	This will primarily be supported by my sergeant who would be able to provide me with the opportunity to attend these course	Some of these courses require a minimum time of service and as such these are not areas of high priority in my

patrol status I am now eligible to sign up for courses run by the police to develop my skills and become qualified in certain activities.	the opportunity presents itself. The first course that I would like to complete would be my driving course. I am aware that there is an extensive waiting list for this course. This would be a useful course for me to do as it would provide me with the opportunity to attend incidents on my own as I would be blue light trained. A further course that I would like to do is the methods of entry course. This is a useful skill to have in my arsenal and would also help me develop into a more suitable prospect for future career development in roles that appeal to me such as in the Tactical Support Team. Once this is completed I can further develop this skill and complete the advanced methods of entry course. Another course with which I would like to pursue would be the taser course. This would provide an added piece of protective equipment for attending calls with and would potentially bolster my confidence when going into	when he deems appropriate	personal development. As such I would seek to complete at least one of these course in the next 2-3 years, with ambitions to complete them before the end of my probationary or soon after, in April 2024.
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	situations as I would have it as an additional support tool.		
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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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Signed: ...George Henderson.....

Date: 3/1/2023.....