

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**Workbook title: Competency Based Workbook 1
(DHEP) 6,500 words**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this essay I will discuss what stress is and how I have experimented with a variety of ways to deal with it, I will also discuss and reflect the benefits and negatives of each method.

The first 6 months as a police officer has challenged me in a multitude of ways, weather that's being pushed out of my comfort zone while taking on practical tasks and scenarios or learning various legislation and applying what I have learned and sitting the exams. Because of this, I have had to experiment with a variety of ways to deal with the stress that has challenged my resilience.

Stress is a factor in everyday life, and I was aware that "experiencing long-term stress or severe stress can lead to feeling physical, mental and emotional exhaustion" (NHS, 2023) and has the potential to critically affect my development and progression in my new career. I knew it was something I would have to dynamically assess as stress has been something that has affected my mental health in a variety of ways weather it is giving me anxiety that prevents me from performing at hundred percent or giving me insomnia and having a negative impact on my day-to-day activities.

Exercise, primarily weightlifting has been my go-to option for dealing with stress in the past, I have found that training four times a week has helped me endure stressful periods due to the release of endorphins, "endorphins are the body's natural painkillers. Endorphins are released by the hypothalamus and pituitary gland in response to pain or stress, this group of peptide hormones both relieves pain and creates a general feeling of well-being." (Harvard Health, 2021).

Although there are many benefits to training with weights, I struggled to attend the gym and maintain the schedule I had been relying on until now. Being a police officer has brought new challenges that I had not experienced previously and therefore new commitments. I no longer had the same amount of time I had before and could no longer commit multiple hours a week to going to the gym. Because of this my mental health began to suffer as my stress levels rose.

For me to succeed in my new role as a constable, I had to experiment with diverse ways of dealing with stress. The first method I tried was walking, weather that being a quick ten-minute walk on a lunch break, after work or a longer walk along the various paths in the Brecon beacons. I instantly began to see a difference in my mental health during and after

the walk, “Getting 150 minutes per week of moderate-intensity exercise, such as brisk walking, is important for all aspects of health, including stress management. But even a quick 10-minute walk when you’re feeling triggered can help “burn off” stress hormones, counter muscle tension, and release the body’s feel-good chemicals, which promote relaxation”. (Godman, 2022)

Walking was an excellent source of stress relief, but due to the unpredictable weather it was not always a viable option. Therefore, I needed to find other ways of dealing with stress when the weather prevented me from taking a walk.

Cooking has always been something I have enjoyed doing, I found myself looking forward to cooking after a stressful day as I found comfort in preparing and cooking simple meals, it was an opportunity to switch off and enjoy the process. Cooking while listening to music was an excellent way to relax before going to sleep. I found that the stressful days where I did not have an opportunity to cook led to sleepless nights and bouts of insomnia. I decided that I would attempt to introduce healthier options into my diet as an addition to aid the management of my stress levels, due to “dietary patterns emphasizing whole foods were associated with lower depression, anxiety and stress” (Graber, 2022).

Although the benefit of eating healthier is scientifically backed, I did not feel the benefits as much compared to the other methods of stress relief. Potentially due to the reason of needing to plan a meal rather than just making what was available. I will continue to incorporate healthy options into my diet to gain some of the benefits, but I believe I will have a greater benefit from sticking with my current eating habits and adapting as and when it is available.

While researching effective ways of relieving stress, I was surprised that “when we spend time with family—especially face-to-face communication, as opposed to digital—it significantly reduces the occurrence of depression, anxiety, and other mental illness. Being physically present with loved ones creates a strong emotional support to buoy you up through life’s challenges” (Thatcher, 2023). I had never thought that spending time with family and friends was an effective form of stress relief. But looking back over the last 6 months when times have been stressful, I’ve looked to spend time with family and friends. The last 6 months have been a test of resilience and I’ve been pleased with how I’ve performed. It has allowed me to try and experiment with several types of methods to manage my stress. Through trying these methods I have been able to find out what has been the most effective approach for myself. For this reason I am confident that in the next 3 months during my response training that I will be able to manage my stress effectively and if I am unable to carry on with the same methods that I will be able to adapt and find new ways of dealing with it.

WORD COUNT 932

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:

In this essay I will discuss an instance where conflict was a main factor throughout the call and how it evolved and escalated. I will also discuss how I had to use a variety of conflict management models in order to keep it from getting out of hand. I will also reflect using the ERA Cycle method of reflection (University of Cambridge, 2023) throughout to evaluate myself and how I could improve in the future.

Earlier in the month myself and two colleagues attended a call from a distressed woman stating that her partner is going to jump out of a moving vehicle while going at 50 mph down a dual carriage way. Officers rushed to the location provided to the control room but no sign of the Reporting Person or her partner. My colleague then called the RP to discover that they had arrived at the hospital and now he is refusing to get out of the vehicle.

We arrive and I go straight to the RP who is standing by the driver's side door and my colleagues go and speak to the partner who is sitting in the passenger's seat. While talking to the RP she explains that he is currently experiencing blackouts due to his addiction with crack cocaine and Valium. While the RP is explaining what is happening, the partner is beginning to become more agitated. I used the National decision-making model to decide what the issue is and how I should deal with it, "The National Decision Model is the primary decision-making model for police in England and Wales. Individuals, supervisors and others use it to assess potential decisions or decisions that have already been made" (Northamptonshire Police, 2023). By running the national decision making model I quickly determined that if I keep the RP and the partner in close proximity the conflict is only going to escalate. I quickly move the RP approximately 3 meters in front of the car so her partner wouldn't be able to hear what is going on. This calmed down the partner and I managed to carry on talking to the RP without any further interruptions. Reflecting on what had happened with the interaction I think I handled it well by moving away to deescalate the situation but in future in order to improve on what had happened, I would move them

straight away before engaging in the conversation to minimize anything that could potentially escalate the situation.

While I've been talking to the RP, one of my colleagues had been in contact with the hostel manager where the partner lives and they've disclosed that he has damaged 3 of the doors and they want to make a complaint and give a statement. My colleague then indicates that were going Code 9, which means that were going to be arresting and escorting a prisoner. My two colleagues are now standing In front of the car and I'm by the partner who is still sitting in the passenger seat. I talk to him and ask him politely to get out of the car. He agrees and I walk with him to my colleagues who then arrest for suspicion of criminal damage, we search him under Section 32 of PACE after the RP states that he might have drugs on him, section 32 gives a constable a power to "search an arrested person, in any case where the person to be searched has been arrested at a place other than a police station, if the constable has reasonable grounds for believing that the arrested person may present a danger to himself or others" (PACE 1984), we find nothing significant on his person. At this point the partner who I will now refer to as the DP (Detained Person) is compliant and we feel that there is no need for any unnecessary force through handcuffing. Right before we get in van to leave, the RP states that there might be a "crack pipe" in his underwear, by looking on his record there is a warning marker for concealing. While the DP is sitting in the cage I'm in the back on the van watching him, the DP has his back to me and I'm unable to see his hands. This was a concern because if he did have a crack pipe then he has a potential weapon that he could use against myself, my colleagues or himself. I asked the DP to turn around and face me, he refused so I used the 5 step appeal as it "provides officers and staff with a way of dealing with resistance, and involves them giving the person every chance to comply with their requests". The model involves five steps that try to reason with the subject and include:

1. "Simple appeal – ask the person to comply with your request."
2. "Reasoned appeal – explain why the request has been made, what law (if any) has been broken, and what has caused the request."
3. "Personal appeal – remind the person that they may be jeopardising things that are high priorities to them (eg, loss of free time if arrested, loss of money, loss of income, possibility of a criminal record, loss of respect of their partner and family)."
4. "Final appeal – tell the person what is required and use a phrase that means the same as the following: 'Is there anything I can reasonably do to make you cooperate with me/us?'"
5. "Action – reasonable force may be the only option left in the case of continued resistance."

(College of Policing, 2023)

After I finish going through the five steps, the DP still refuses to comply, this was concerning because of the potential weapon so myself and my colleague got the DP out of the van in order to handcuff to the rear.

We had to use the pneumonic 'JPLANE' to make sure what we were doing was justified, proportionate, lawful, accountable, necessary and ethical. Our actions were justified because he was potentially hiding an item that could be used to harm himself or another, it was necessary that we used proportionate force in order to mitigate this risk.

The DP's behaviour then escalates to aggressive resistance and starts to thrash and throw his weight around, we then double handcuff him due to the RP having a bad shoulder and was unable to move his arm behind his back. I used the National Decision Model once again to decide on what needed to be done as once he was compliant we didn't want to cause any pain or discomfort, so double handcuffing was the only option we had. Looking back and assessing the situation I am torn with my thoughts on my performance, I see positives with the way I used the 5 step appeal in order to give every opportunity to the DP to comply, but I also see negatives with my performance as if we had handcuffed from the start it wouldn't have needed to escalate the way it did. In the future when I'm in the same or similar position I will utilize a more thorough NDM process with what I've learned from this incident to give myself the best possible outcome.

While we were conveying to custody the DP was irate and showed no signs of calming down. He began to shout and smash his head into the cage with the intention of splitting it open. I followed the Betari Box Theory to attempt to either resolve the situation or lessen the damage that was being caused as a result of him smashing his head into the side of the cage. The model says that "The foundation of the Betari Box model pertains to the idea that human behaviour influences one's own attitudes. One person signals and interprets the behaviour of another and that forms the start of the cycle. After all, people act based on other people's behaviour; it influences the actions the other takes. This, in turn, influences that person again" (Mulder, 2023). I began trying to calm him down by talking with a calm tone and explaining that if he ends up splitting his head open, he will be in handcuffs even longer and also sitting in hospital. Surprisingly he started to calm down and asked if I would remove the handcuffs, I explained why that wouldn't happen and he exploded and once again started to slam his head into the cage. At this point I realized that I would need to match his attitude in order to get through to him. By matching his aggression and shouting at him for the duration of the 30 minute drive to custody, he was more focused on shouting back at me than slamming his head into the cage. Because of this the damage to his head was minimal.

Looking back at this part of the incident it is difficult to reflect on how it went, it was very much a fluid situation and had an evolving necessity to constantly change what I was doing to control the situation. Knowing that it was somewhat successful gives me the confidence to use the model again in future, but I would need to remain openminded when using the model as every situation is different.

The final part of the incident involved being in the cell with the DP after he refused to remove any of his jewellery, throughout our time in custody with the DP he continued to threaten us verbally and make gestures towards us intending kick, headbutt or strike us with his elbows. Due to his behaviour the sergeant instructed the custody officers to seize the jewellery under section 54 of PACE (PACE 1984) to prevent him hurting himself or others if he was to get physically violent. We restrained him to prevent him from hurting himself or others while we removed the jewellery, we used the powers provided under common law.

Reflecting on my participation in restraining the DP, I believe I acted appropriately my main objective was to restrain his legs to prevent him kicking officers, at the same time I had to be vigilant that excessive force was not used and that he was able to breathe throughout, while being restrained on the floor.

Overall, I was happy with how I performed throughout the incident even though there are opportunities to improve, I now know what I have to do to improve. Conflict is so much more than throwing punches, it's a spectrum and every incident you got to has to be assessed differently based on what information is available and what kind of conflict is suitable for the situation. Being able to explore a variety of conflict management models has helped me understand how to approach conflict on different occasions. I am more confident now dealing with conflict since starting the job, and I am willing to explore even more models in the future.

WORD COUNT: 1816

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 **investigated** and examine how you dealt with competing issues such as legislation, 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 during the **investigative process**.

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

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

ANSWER:

Victims supporting a police investigation/ involvement is one of the most important aspects of any incident, without them it is an uphill battle and majority of crimes will be NFA (No Further Action) since we lose a major portion of evidence. Because of this the way we treat victims is vital. In this essay I will discuss an incident where I played a significant role with a victim where we believed he was being groomed by a male in his 60s after meeting him in his church. I found the conversation difficult when communicating with the victim due to their age, I will cover this more in my reflection at the end of the essay.

Background

The victim was the adopted son of the vicar, he had recently turned 16 years old, he was 15 years old when he met the suspect. The suspect had joined the father's church around 1 year ago and quickly integrated into the community by getting involved in the activities and events that the church was putting together. The suspect became friends with the members of the church, and they spoke highly of him and how he would go out of his way to help people.

The father became aware of what was happening when he took his son's phone away and saw thousands of messages between the victim and the suspect, the messages contained images, and conversations of a sexual nature. One of the sexual conversations they disused the victim's adopted mother, this led the father to contact the police since he believed his son is a victim of grooming.

Grooming happens “when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked.

Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.” (Whittle et al., n.d. 2023)

Due to the internet and technology such as instant messaging and the convenience of it gives perpetrators the opportunity to engage with minors and start these relationships, it's a “creeping process that develops over a longer period. This characteristic is what makes it so dangerous and difficult to detect within the early stages. Perpetrators tend to target children within their close circle”. Then once the relationship is established through “consistent attention and creating the appearance of a friendly or even romantic relationship, perpetrators will begin to sexualise the relationship” (*INHOPE | the Impact of Online Grooming*, n.d. 2023). This is what happened in this instance, the subject started the relationship in person and then once he got the victims phone number began to accelerate the relationship by sending hundreds of messages a day, which started to overwhelm the victim.

Dealing with the victim

My colleague and I attended the address to speak to the son along with his father, we were aware that how we approach this will have a critical effect on how much information the son provides. We followed the victims code to ensure that their rights were met and that they would get the support they need.

The victims code was introduced in 2006, it is a statutory code that gives rights and sets out the minimum level of service to victims to ensure they are given the correct opportunities to give the best evidence. (Victim Support, 2021)

When we arrived the father was not in the house, but the grandmother was, we spoke with the grandmother and the victim together to gather a first account and to understand what had happened. Following Right 1 of the victims code “to be able to understand and to be understood” (College of Policing, 2021). We made sure to speak to him in simple terms, ask him direct questions when he wasn't answering the open questions and avoided using any terminology or jargon he might not know.

The victim was cautious when answering questions, we took our time and explained why we were asking and what were going to be doing based on the information that he provides, after that he began to open up a little more. I made sure he knew that he wasn't in trouble, and he is not to blame for what has happened.

While talking to officers he admitted that he was unaware that he was being groomed, as victims support website states “Many children and young people don't realise that they are being groomed, or that what is happening (or has happened) is abuse. Sometimes you might even think you are being groomed when someone is just trying to be friendly” (Williams, n.d.). This supports what the victim was saying as he only ever saw it as a

friendship since they would go on trips together. He said that whenever the conversations turned sexual, he would try to avoid the topic and revert it back to the previous topic. He wasn't comfortable talking about what the parts that were more sexual, once again I had to reassure him he has done the right thing by telling me and that I am taking him and what he's saying seriously (NSPCC, 2023). He said that it never became sexual in person only briefly over text because he always stopped it because he would change the topic. After spending further time with the victim, we were able to build rapport with him and he started to disclose more information about the trips he was going on with the perpetrator. He said that whenever he went hiking or on trips to the museum the perpetrator would attempt to engage in some form of sexual relationship with him. When asked why did he carry on going on these trips he said that he was receiving gifts such as cash and electronic cigarettes and thought that they were just friends and there was nothing wrong with what the perpetrator was doing.

It was difficult to try and get the victim to understand the severity of the situation we had to explain that there has been a case of grooming that has been ongoing and that what the perpetrator did was wrong under Section 15 of the Sexual Offences Act 2003.

Section 15 of the Sexual Offences Act states that if someone age 18 or over commits an offence if they meet or communicate with another person under the age of 16 and subsequently intentionally meets them or travels with the intention of meeting them and he intends to do anything to them or in respect of them (GOV.UK, 2012).

Afterwards we started to discuss special measures with the victim to let him know what we can do help him through the Criminal Justice System. The Criminal Justice System is not something people want to go through, especially children and vulnerable witnesses. The victim qualifies as a vulnerable witness due to them being under 18, I wanted to reassure the victim that we had options to help them and explained that the "judge may allow a screen to be put up in the courtroom so that you do not have to see the accused. The accused will still be able to see you on a tv screen when you are giving evidence" or "You can request that the courtroom is closed so that members of the public are not allowed in when you are giving your evidence. The judge will consider this request and make a decision" (COPFS, n.d.). This reassured the victim knowing that there is support to help him and because of this he is willing to move ahead with the process and attend an ABE (Achieving Best Evidence) interview.

Reflection

I found it difficult in the beginning when talking to the victim about his relationship with the suspect, I currently don't have any children and my siblings are a lot older than the victim, so I wasn't sure if what I was saying was making sense, I felt I was overthinking how and what I was going to say instead of just having a conversation with them. I find talking to adults a lot easier since that has been the majority of people I have spoken to when taking first accounts and statements.

The victim was quite immature for his age and was said to have lived a "sheltered life" by his grandmother. Luckily my colleague was very good at talking to children, it gave me the opportunity to take control of the conversation and when I started to stumble I could take a step back and watch them lead and learn from them. I know this skill will come with time and practice.

I believe that overall, the incident was handled well, I made sure to give the victim plenty of time whenever he was answering questions, reassured him when he seemed to doubt himself. Following the victims code helped ensuring we gave him every opportunity to provide the best information. Because of his cooperation we were able to start the process and arrest the suspect, following the arrest the victim attended an ABE interview. I learned a lot from this incident on how to speak to different types of victims/ witnesses. My communication will improve the more I have these conversations and I will push to attend these calls in order to improve in the future.

WORD COUNT 1589

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part 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 how this impacted upon your decision making and use of discretion within the **investigation**.

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

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

ANSWER:

Making a decision is at the forefront of the job as a police officer. The ability to make a decision in a high pressure environment is something we all have to do a hundred times a day to do our job properly. Each decision has to be documented and justified. Luckily we have the Decision Making Model (NDM) to aid us in the decisions we make and help us assess the situation and make the decision that we believe would be best at the time. The NDM is accredited and developed by the College of Policing. In this essay I will discuss an incident that I attended and I will talk through the NDM process throughout and how it affected the decisions that I made.

A call came from a third party, stating that they're a psychiatrist working out of the local hospital and during a recent therapy session their patient has disclosed that they sexually assaulted their younger brother when they were around the age of 13, approximately 26 years ago. The patient disclosed this information while being there for therapy for having intrusive thoughts towards young girls. They didn't give us any more information other than the suspects name. After a search on NCIHE we had very little information to go off, as he was unknown to police but we did have an address.

As I mentioned in the beginning as police officers, we have to make decisions and "police decision making is often complex. Decisions are required in difficult circumstances and are often made based on incomplete or contradictory information. In addition, police officers and police staff are sometimes required to make decisions in circumstances where those involved deliberately mislead or try to mislead them. It is, therefore, not surprising that sometimes the decision does not achieve the best outcome." (College of Policing, 2014).

The National Decision Making model has been developed and accredited by the College of Policing in order to help all officers make a decision by providing a framework that allows all decisions to be challenged during and after the decision has been made (COP, 2014).

The first part of the NDM is "Gathering Information and Intelligence" so while we were on our way to the address of the potential suspect, we were trying to gather as much information as possible but due to the lack of a footprint on our systems we didn't know anything about them. With the limited information we had we decided to look up the potential offences that might have happened 26 years ago, so we knew what the points to prove would be and what questions to ask. After some research we were going to ask questions around Section 3 of the Sexual Offences act, which involves intentionally touching another person and the touching is sexual and the person does not consent to the touching (Sexual Offences Act, 2003).

We arrive at the property and the potential suspect meets us at the door. He is visibly uncomfortable and has a worried look on his face. Straightaway the model is ticking over in my head trying to assess if there is currently any risk to us. We speak to him calmly and inform him why we are here, he says that we can speak to him inside the property as he doesn't want his neighbours to see us. He begins to explain to us what has happened and tells us that 26 years ago he sexually assaulted his brother but doesn't give us much more information. He starts to look uncomfortable and if we push further we run the risk of him shutting down and not cooperating with us. We ease off on the question in relation to the potential offence and focus on the victim. At this point we know he is mentally unwell because he's told us about the problems he's having. There's potentially no offence due to it possibly being made up. He tells us that there was never any police involvement and it was dealt with within the family. We ask him about his brother and he gives us a name and a potential date of birth but was unable to give us anymore since they've been estranged for years and he doesn't know anything else about him other than he lives in Merthyr Tydfil.

We ask him about his life, he tells us that he lives alone as he has separated from his partner and looks after his 6 year old child one or two days a week, the visits are often supervised by the suspects mother as it's the only time she gets to see her grandson. This was a concern due to the potential offence that took place and due to the current thoughts he is having. I question him on his thoughts that he's disclosed to his therapist and if he has those thoughts towards his son, he was adamant that his love and feeling for his son were purely parental.

The next part of the National Decision Making model involves considering the powers and policies that we have and that we could use during this situation. Due to a potential offence being committed we had a power of arrest through PACE 1984. But because I would be the arresting officer I felt like I didn't have a necessity to arrest, we were unable to do a prompt and effective investigation due to the investigation being done slow time due to not knowing who the victim was, there is no necessity to protect vulnerable person because he doesn't know where his brother is and has supervised visits with his son.

Next we identified our options and contingencies, since arresting him was not a necessity I used my discretion not to arrest and instead at a later date when we knew more on what happened, we could VA him which stands for voluntary attendance and ask him to come in for an interview or to arrest him at a later date if and when it becomes necessary. Discretion confused me when I initially joined the force, I couldn't understand why they give me the

power to decide what happens in that moment, but since learning about the NDM and how it guides me to make a decision that I feel is right there and then, it makes sense why we have this power, as long as our decision falls in line with the code of ethics.

We had to do something in relation to his son and the potential issues, I filled in a Public Protection Notification (PPN) which allows me to share this information with partner agencies to make them aware. I was honest with the potential suspect throughout that he might receive a call or visit from one of our partner agencies.

The final part of the NDM is a review of what happened. Overall im happy with the way the incident was handled, I felt we used our discretion accordingly and acted correctly based on the information we had at the time. We did what we could to ensure that we were putting safeguarding principles in place by trying to gather information about the brother and weather he would be currently at risk and submitting a high classed PPN to ensure that it is seen as soon as possible.

By not arresting there and then we have avoided breaching his human rights by taking away their liberty under the Human Rights Acts 1998 (HRA,1998). Throughout our interaction I ensured that I followed our policing values that is underpinned by the Code of Ethics. I made sure that I was transparent, consistent and truthful throughout the interaction, and was honest with what I was doing in order to comply with our code of ethics (COP, 2023). I informed him that if and when we speak to his brother and if they decide to make a complaint he would be invited in for a voluntary interview and that he would have to attend a police station, and that he would be able to have a solicitor if he so wished.

I thought Biases was going to be a difficult element of this incident as its difficult to believe what somebody is saying after you've been told about the awful things they have done. Due to biases being in everyday life I was afraid I was going to be unconsciously biased. I was determined going into this incident to be as openminded as possible to ensure that I remain independent. I am pleased with how to remained impartial when dealing with the situation.

The Criminal Procedure and Investigations act of 1996 (CPIA) governs our responsibilities when conducting investigations. The act separates information into categories, and what should be done with each category. The categories are Evidence, unused material and non-relevant material.

Evidence consists of any material that is going to be used in court which includes statements, forensic and digital exhibits, these would include swabs, body worn video and CCTV.

Unused material would contain any material/ information that is involved in the investigation but not used as evidence. This would include custody records or statements with no evidential value.

Non-relevant material is self-explanatory, it is information or material that has been gathered as a result of the investigation but not relevant to the investigation.

Throughout this investigation I was making sure that I was aware of the information/ evidence I was gathering while I was having these conversations and where they would fit into the 3 categories. Whether that be through my body worn footage or while taking statements.

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Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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