



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (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) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have 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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

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

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate 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 particularly 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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc 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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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
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Task 5	Personal study/learning plan	2000
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Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

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

ANSWER:

The importance of working as a team is essential when part of a hierarchical organisation such as the police. Every member of the policing staff must follow the

code of ethics which is at the core of the policing values, whilst considering all policies and procedures enable a police officer to carry out their daily duties of protecting and reassuring the public. The word 'team' is defined in the Cambridge Dictionary as "people working together as a group in order to achieve something" (Team, n.d.). In a policing sense, a team works together to prevent crime and deal with offenders, whilst looking after victims and their communities.

There are many theories of team dynamics and team building, and the reasons behind why conflict within a team can occur. This essay will look to evaluate some of these theories, and consider why interpersonal conflict can occur, leading to the team dynamic failing to comply with professional standards and the impact of this on organisational justice.

According to the College of Policing, organisational justice is comprised of two primary elements: distributive justice and procedural justice. Distributive justice concerns individual employee's own input and how the employee feels this input is shared across the organisation. Procedural justice considers the perceived fairness of the decision making process and how the organisation shares these decisions. In addition, the manner in which employees and senior management interact (College of Policing, 2015).

The Tuckman Team Model (Tuckman, 1965) is one of the most famous theories relating to the development of a team and was presented by psychologist Bruce Tuckman. The theory describes four stages of team development; forming, storming, norming and performing.

The forming stage describes the initial team forming and the introduction to each other. This is where individual members try to make a good impression and build trust. The second stage, storming, is where conflict is likely to arise for the first time as members consider their roles as they become familiar with the team's strengths and weaknesses. The initial boundaries and expectations set out in the forming stage are likely to be challenged in this stage, which could build tension in the team.

The norming stage is where any tensions from the previous stage are resolved, and there is a feeling of team cohesion. There may still be individuals working independently, but these check in with colleagues to ensure an effective workflow. If members do not fully understand their role, this can lead to issues, meaning the team may need to revisit the previous stages.

The final stage of the Tuckman Team Model is performing. This is the stage where any conflicts and issues in the previous stages have been resolved and there is a team cohesion leading to a greater level of efficiency.

Overall, these four stages are essential when building a successful team which, in the context of policing, mean a more efficient approach to crime prevention and investigation. This model allows teams to highlight strengths in the team, and resolve any weaknesses to build an efficient level of team cohesion. However, due to officers frequently moving teams and the current drive to increase numbers, it is difficult to reach and maintain the performing stage.

Meredith Belbin developed a theory of team dynamics in 1981 which stated that there are three primary groups of roles; action-orientated, people orientated, and cerebral roles. These roles are further divided into an additional nine roles and examines the strengths and weaknesses of each. (Belbin's team roles, 2021). This theory has been criticised as being simplistic in nature and "pigeon-hole" individual team members. In an organisation such as the police, officers have to be effective in many different roles on a day-to-day basis in order to deal with the different incidents encountered and it is therefore impossible to maintain such a simplistic view. However, this model is useful when considering weaknesses and strengths in the team dynamic.

When considering these team dynamics, it is clear that conflict can occur and this can be a result of a variety of different issues, including issues with leadership, discrimination, and inter-personal issues. These issues need to be resolved diplomatically, as left unchecked there could be a rise in distrust amongst teams leading to poor performance of the team dynamic. A professional and appropriate approach to resolving conflict, taking into account the opinions and feelings of team members, can help to lead to an agreeable outcome, meaning better team dynamics and better officers, with the ultimate goal of providing the best possible policing service to the communities we serve. (Bryant and Bryant, 2019).

Within the police force, there are many forms of leadership. Not only is there a hierarchical chain of command, with inspectors managing their respective areas, and sergeants managing their teams and providing support, but also response officers taking charge of incidents and managing other officers and members of the public in order to deal with dynamic events. Without effective leadership throughout the organisation, the public's trust and confidence of the police service as whole can be greatly diminished.

Within a team, leadership is important in order to maintain both quality of work and to reduce interpersonal conflicts. An effective leader should utilise their experience and knowledge to provide support so that teams function in an effective manner.

The introduction of direct entry schemes which encourage high performing officers to quickly progress to senior ranks such as inspector has led to a level of distrust due to a lack of experience. Traditionally, higher ranked officers have developed knowledge and skills over a number of years and there has been a feeling that these direct entry officers have not sufficiently "earned their stripes" and are not sufficiently equipped to manage both the operational and distributional sides of the role. (Hoggett, Redford, Toher and White, 2018).

At the heart of policing is a code of ethics produced by the College of Policing in 2014 which sets the standards of behaviour to which everyone must adhere to. (College Of Policing, 2014). Unfortunately, there have been several examples over the years where this has failed. A recent high profile example of this was the murder of Sarah Everard by a serving Metropolitan police offer, Wayne Couzens. During the investigation of this case, it came to light that there were a number of Whatsapp messages between Couzens and other team members of a racist nature and it was found that Couzens had been given the nickname of "The Rapist". (Shearing and Portal, 2021). It was also discovered that sensitive police information was discussed. The integrity of these officers has been brought into

question as, following the code of ethics, Couzen's behaviour should have been reported and the issues with sharing sensitive information relates to the confidentiality section in the code of ethics. This breach could bring into question the public's trust of the police. Traditionally, there has been a culture of supporting team members and disregarding the professional standards which govern police behaviour. Following this and other issues force-wide, Gwent Police have provided guidance regarding the sharing of sensitive information and reiterated force policy that this should not be shared in personal Whatsapp groups. This was shared via Gwent Police's intranet site. (The Beat, 2021).

Other issues within a team can cause interpersonal problems leading to the breakdown of the team dynamic. One such issue that is actively being discussed is the issue of sexism within the force. Female officers have struggled against sexism in the workplace since first being able to join the force (Cunningham and Ramshaw, 2019), and despite the introduction of the Sex Discrimination Act in 1975 making it illegal to treat female officers less favourable than their male colleagues (Sex Discrimination Act 1975, the issues of de-feminization, de-professionalisation, sexual harassment and discrimination have continued into the modern workplace. Although these are far more subtle in present day, they unfortunately still persist (Brown, 2000). Many female officers believe that they must work harder to prove their credentials in order to command the same level of respect as their male counterparts.

Part of the code of ethics states that officers will 'behave in a manner, whether on or off duty, which does not bring discredit on the police service or undermine public confidence in policing'. As reinforced by the investigation into Wayne Couzens, there is an ingrained culture of dark or 'gallows' humour across the emergency services. This is a specific brand of humour which is used by emergency service personnel as a way to deal with traumatic and life-threatening events. (Coughlin, 2002). Although this kind of dark humour is frowned upon in every day society, police officers have grown to rely on making light of stressful and emotionally charged scenarios that the general public seldom experience as a coping mechanism. Although, in theory, this dark humour goes against the code of ethics, it is not considered to cause offence when used in appropriate environments and can be seen to aid in maintaining a team dynamic and reducing stress and is rarely highlighted to the professional standards team, however this kind of humour may lead to offence and care should be taken so as not to cause conflict.

In order to resolve conflict and maintain a team dynamic, it is important to review different strategies when considering management within the organisation. One such strategy is the CUDSA method, which is divided into five stages. The first stage is to confront the conflict and acknowledge that there is a conflict to be resolved. This is followed by understanding each other's position and communicating clearly. The third stage is to define the problem and accept that there will need to be a compromise in order to achieve a solution. The fourth is to seek that solution, with each person searching for alternate options and making compromises where possible. The final stage is acceptance, where all parties agree upon the actions needed to resolve the conflict. (Bryant and Bryant, 2019).

This method, although simple in design, provides a step by step approach to recognising conflict and developing a plan to resolve which benefits all parties and is one which can aid the dynamic in any team, not just within the police organisation.

In conclusion, there are many effective methods of team building and conflict resolution which the police service can employ in order to maintain professional standards across the organisation, whilst maintaining a team dynamic and encouraging an atmosphere of unity. Although there are still issues across policing as a whole which have been ingrained for a long time, it is recognised that steps are being taken to weed out unwanted behaviours. More needs to be done to encourage officers to challenge and report inappropriate behaviour, particularly among smaller teams with a familial bond, and it is essential that senior management and team leaders offer support to their teams going forward. This way, officers and those with a more senior rank can focus on building trust in the communities that they serve and provide an excellent service to victims of crime.

(1838 words)

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

A victim of crime is defined as a person who has suffered physical or mental harm, emotional suffering, or financial loss, whether or not the perpetrator was identified and dealt with using police powers (OHCHR | Basic Principles of Justice for Victims of Crime and Abuse of Power, 2021). In the essay, I intend to discuss a policing incident in which I played a significant role involving a victim of crime, and critically evaluate different approaches used by police to support victims of crime.

Officers must adhere to the Victim's Code which was developed by the College of Policing. This sets out the guidelines used when dealing with victims and states that all victims should be treated with dignity, respect, compassion, courtesy and sensitivity. Victims must also be provided with all the options and information so that they are able to make informed decisions which must be fully respected. Victim's privacy must also be respected by police officers and are subject to relevant data protection laws. In addition, all victims should have appropriate services offered to them to help wellbeing, aid understanding and engagement with the criminal justice process. (Victims' Code for policing, 2020).

Police officers have access to multiple approaches when assisting victims of crime and the way in which victims are dealt with can affect the trust of the police in the communities in which we serve. Officers must consider not only the ongoing incident at the time, but the wider implications of the incident, the potential of repeat victimisation and the threat of repeat offending.

The incident I will discuss in this essay involved a victim of repeated domestic violence from an ex-partner. Following an emergency 999 call made to police, I

attended the home address of the victim with a colleague and was told by the victim that her ex-partner had shown up at the property demanding to be let in, despite not being allowed to contact the victim in any way. Between the time of the 999 call being made and officers attending, the perpetrator had managed to flee using the victim's car, to which he still had a spare key. Although there was no physical violence committed on this occasion, the victim felt alarmed and distressed due to a history of physical abuse. Whilst my colleagues left to attempt the apprehension of the perpetrator, I stayed at the scene to provide support and take a statement from the victim.

Although the victim was extremely upset when officers first arrived, I was able to use communication skills gained through my experiences both prior to joining the police and following becoming an officer to calm her down enough to initially get a first account from her regarding the incident, and to discuss the history between her and her ex-partner. I was able to gain the victim's trust and she was able to open up to me enough to complete a full statement.

Following the statement, the victim also agreed to complete a Domestic Abuse, Stalking and Harassment Risk Assessment (DASH 2009). This is a set of twenty nine questions which police officers are able to utilise to consider the level of risk to the victim when involved in an abusive relationship. The three levels of risk are standard, medium and high. DASH assessments were implemented across the force in 2009. When considering the DASH there are certain questions that are regarded as pointing towards a high risk outcome, and should there be a positive answer to 18 or more of those specific questions then a high risk grading would be appropriate. Should a high risk grading be given by an officer, then a Detective Sergeant would review to see if they agree with the grading. If the high risk grading is agreed, then CID would take over the case. In this instance, following review of the DASH form, I gave the incident a medium risk grading.

Although the DASH assessment is a key tool for response officers when dealing with domestic violence, it can often be difficult to complete at the scene due to distressing nature of the incidents and the ongoing demands of frontline officers to complete administrative work quickly and efficiently so that they can attend further calls. Officers can find it difficult to build rapport with victims in these initial dealings and some details of the domestic abuse may be missed. (Robinson et al., 2016). Once the DASH is completed and submitted by the attending officer, this is then reviewed by a supervising officer and a domestic violence officer to ensure that the correct grading has been given.

In addition to completing the DASH risk assessment, I also completed a Public Protection Notification (PPN), which was sent to partner agencies. A PPN is a report which contains a brief description of the incident, and a review of the strengths and risks in relation to the incident including the attending officer's observations. Consent is sought from the victim to submit a PPN.

Once submitted, the information contained in the PPN helps partner agencies to provide relevant and appropriate support to victims and their families. When I completed the PPN for the incident in question, I included the strengths that I was able to witness; the victim has a good support network of friends and family, and there was a restraining order in place to prevent the perpetrator from attending the

home address and contacting the victim, and the victim was amenable to further support. I also discussed the apparent risks: the long history of domestic violence and the fact that the perpetrator was willing to ignore the restraining order. I was also able to record the wishes and feelings of the victim, including the effect of the incident. Finally, I included my own observations, recommending further support be provided to the victim and her family.

Although time consuming, PPNs and DASH risk assessments are essential in order to both identify risk and provide support for those effected by incidents such as this. However, it is felt that officers are often dispatched to further calls upon leaving the initial incident without being afforded the required time to complete these reports. It would be ideal for those who work in the force control room to carry out training in order to gain a greater understanding of the requirements of response officers when dealing with domestic incidents.

A further option for officers investigating victims of repeat offences is to submit a referral to the Multi Agency Risk Assessment Conference (MARAC). MARAC is a joint meeting between the police and partner agencies with a focus on ensuring the safety of the most vulnerable people; agencies include the housing department, children's services and the health board. Victims who have been subject to a MARAC review are also flagged on police systems so that other officers are aware of the history when attending further calls. The MARAC process is effective in that multiple parties are able to provide both information and support when providing suitable support for victims of domestic abuse.

At the time the incident took place, the two young children of the offender and the victim were present in the house. Whenever children under 18 are involved in a policing incident, and Child at Risk report must also be completed as part of the PPN. This report identifies whether there is a risk of Child Sexual Exploitation (CSE) and is sent to Social Services before being passed to relevant agencies, including the child's school, in order to provide any appropriate care and support if deemed necessary to aid wellbeing and to prevent victimisation and potential future offending. Social Services can also arrange meetings with the child and their parents and visit the home address to assess the suitability of the environment. (Welsh Government, 2014). Unfortunately, parents can become evasive and reluctant to open up to officers once they are made aware of this, as they wrongfully believe that involving Social Services will mean their children will be taken away from them. This requires tact and good communication skills in order to reduce the stigma of Social Services and to encourage parents to open up in these circumstances.

Gwent Police have made domestic violence a priority and all domestic incidents require positive action taken by officers in order to protect victims. The College of Policing states that 'These obligations extend from initial deployment to first response, through the whole process of investigation, and the protection and care of victims and children' (Leadership, strategic oversight and management, 2015).

When attending a domestic incident, officers must assess the situation and have a range of powers available when dealing with them. These can range from separating the victim and the perpetrator for a short period of time in the case of a

first time verbal altercation, to taking proactive measures and affecting an arrest of the aggressor in more serious and repeated instances.

In cases where there is insufficient evidence to charge the aggressor in domestic violence cases, there is the option of Domestic Violence Protection Notices (DVPNs) and Domestic Violence Protection Orders (DVPOs).

DVPNs can be issued to an offender by police when attending an incident which serves as an emergency non-molestation and eviction notice. This is effective from the point of issue. Within 48 hours of service, police must apply to the magistrate's court for a DVPO to be considered. DVPO's are a civil order giving the police and the magistrate's court protective measures to prevent the perpetrator from contacting the victim or going back to the address (even if it is their home). This can give the victim a period of respite and time to evaluate the relationship. (Domestic Violence Protection Notices (DVPNs) and Domestic Violence Protection Orders (DVPOs) guidance, 2022).

Between the roll out of DVPNs and DVPOs on the 8th March 2014 and the 31st December 2014, there were a total of 23 DVPNS issued by Gwent Police and from these, 14 DVPOs were granted by the magistrate's court. Of these DVPOs, only 3 were breached. (Domestic Violence Protection Orders (DVPO) - One year on – Home Office assessment of national roll-out, 2022). Although DVPNs and DVPOs are effective tools at the officer's disposal, the actual process of issuing a DVPN is complicated and can deter officers from pursuing this course of action as any errors could lead to a refusal of the DVPO by the magistrate's court. Additional training should be provided to frontline officers to assist with the completion of these orders to allow for a more efficient process.

In conclusion, there are many processes and policies in place to aid officers in the pursuit of supporting victims and preventing victimisation and re-offending. Although in some instances highlighted in this essay further training and support would help officers be more efficient when offering support to victims of crime, the processes that are in place, particularly when liaising with partner agencies, provide an excellent pathway to meeting the principles outlined in the Victim's Code.

(1827 words)

Task 3

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

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

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

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

Signed: *Mark Higgins* (Learner – electronic signature accepted.)

Date: 04/02/2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

In this essay, I intend to review a complex policing incident in which I played a significant role, and to discuss the different approaches that were considered by myself to deal with the incident. When dealing with incidents, officers have a variety of different strategies, policies and procedures available to them, and due to the dynamic nature of incidents, the options available can change multiple times as the situation develops.

The incident which I am going to discuss relates to a call that was received which initially was described by the force control room as a domestic incident between a mother and her son. Upon attending the home address with two colleagues, the mother stated that she had been assaulted by her sixteen year old son after he had caused damage in the property, and he had then fled the house on foot once he heard the sirens on the police cars approaching.

The initial call from the force control room lacked detail of the incident, and as it was an ongoing incident, I referred to the Nation Decision Making Model (NDM) in order to reassess the situation. The NDM is utilised by officers throughout policing incidents in order to maintain control of dynamic situations. The policing code of ethics is at the heart of the NDM, and the NDM itself is a cyclical framework allowing officers to gather information and intelligence, assess the risks to develop a working strategy, consider what powers and policies are available to the officers, identify options and contingencies, and finally take action and then review the outcome. (National Decision Model | College of Policing, 2021).

A chase ensued by my colleagues and, based upon information provided by the victim, the son was promptly arrested by my colleagues for criminal damage and assault. Whilst he was being conveyed to custody, I stayed at the home address to take a statement from the victim. The mother stated that she had been having issues with her son for a while. He had started smoking cannabis and he had been hanging around with a new group of friends who she believed were having a bad influence on him. On the day of the incident, the son had asked for money from his mother, but she had refused as she believed he would use this to buy drugs. At this point, he had lashed out, throwing things at her before smashing up furniture on the property. The victim stated that her son suffered with ADHD and was receiving counselling for his anger problems, but despite this she stated she could no longer cope with his behaviour and wanted to wash her hands of him. She had younger children in the house also and did not want them being either physically or emotionally harmed by the offender's actions. It was at this point that I realised that this was a complex situation and would require a tactful and considered approach.

Communication is one of the most useful tools available to a police officer when attending the scene of an incident. Effective communication with all the parties involved, along with discussing the incident and conveying instructions to members of the public as well as other officers, is key to taking control of the situation. Officers should be able to adapt their communication style to suit the situation at hand, and to be able to communicate effectively without the use of jargon or other confusing terminology. Non-verbal communication is just as important and body language plays a large part when trying to build trust of

manage the scene. According to the College Of Policing, communication with communities should be proportionate to the needs and requirements of members of the public (Communication, 2013).

I was able to explain all options available to the mother in a calm and considered way. A full statement was provided and I explained that I would now be interviewing her son in the custody unit. However, given that he was under the age of 18, an appropriate adult would need to be present. She reiterated that she did not want to be anywhere near her son, and she stated that there was no other family members or friends who would assist. As this was a domestic incident, I completed a Domestic Abuse, Stalking and Harassment (DASH) risk assessment which was forwarded to social services.

When dealing with complex issues such as this, officers are able to utilise a collaborative approach with other officers and departments in the police, along with our partner agencies. This can provide a better understanding of the needs of both victims and offenders and can help to maximise resources to both aid the wellbeing of victims and can help to minimize the risk of future offending. I felt that a multi-agency approach would need to be considered in this case

As this incident had happened in the early evening outside of traditional nine to five office hours, I contacted the Emergency Duty Team (EDT) to arrange for a social worker to act as an appropriate adult to attend the interview. Once the interview had concluded, the offender was due to be bailed for further investigation to be carried out. Due to his age, I had to ensure that he was able to go to a place of safety. However, his mother refused to allow him back into the family home, and stated there were no family members or friends who would take him in. This was discussed at length with the social worker who attempted to find somewhere for the offender to stay, however due to the time of day it became apparent that this was not a possibility until at least the following day. When discussing options with the offender, he mentioned that his estranged father's ex-wife would be a possibility as she lived close to the custody unit. Following agreement with social services, I called the ex-wife and she agreed that the offender could stay for a short while. This allowed the social worker to locate temporary accommodations for him the next day.

Using a multi-agency approach and involving social services, I was able to not only deal with the offences in front of me, I was also able to aid in providing support for both the victim and the offender. The involvement of social services ensured that there was support for the offender with regards his housing situation and he was also referred to Gwent Drug and Alcohol Service (GDAS) to discuss his issues with cannabis. Sharing of information with other agencies allows for the early identification of risk, making decisions jointly, coordination of action to assess and manage risk; improved information sharing (Partnership working and multi-agency responses, 2015).

Due to the concerns the victim had with regards the friends he had made, I contacted the Neighbourhood Policing Team (NPT). Within each police force there is a dedicated neighbourhood team which comprises of officers base in specific regions who work within these area to build trust and liaise with local communities, with an aim to reducing crimes and anti-social behaviour (ASB). I believed this course of action could aid in supporting the victim and the offender post bail. I contacted one of the NPT officers who managed the area in with the victim and

offender lived to see if they had been made aware of any issues with the offender and his friends. A concern I had was that the offender appeared to be easily led, and may be at risk of Child Sexual Exploitation (CSE) and County Lines issues.

Gwent Police are currently running an operation to prevent Child Sexual Exploitation (CSE) and County Lines issues involving children under 18. CSE is when a child or young person is coerced into performing sexual acts. This is often in exchange for money, gifts or status (Child sexual exploitation (CSE), 2022).

County Lines issues involve illegal drugs being moved between different area of the country. Youths are targeted and coerced, usually by blackmail, threats, or in exchange for money, gifts or status, to assist with the movement of drugs. (County Lines, 2022). The NPT team agreed to monitor the offender going forward and check in with the victim to offer localised support.

When discussing the offender and his family with the social services, they provided additional information regarding the son and advised that he was already receiving support from them. Due to the ongoing issues between him and his mother, the family had been in discussions with regards arranging a place in an assisted living premises, where the youth could reside to provide the family with respite, and to offer further support. This additional information was useful for when I was able to submit a Public Protection Notification (PPN), as I was able to highlight the strengths and risks to the victim and the offender and helped to form a more robust observation of the situation as a whole. This multi-agency approach used throughout this particular incident highlights the benefits of working together to provide a more holistic approach to dealing with crime in the community, and supporting those affected by it.

Nationwide police forces and their offices follow guidelines set out in the Policing Vision 2025, which states that we should be moving away from the traditional single organisation approach to policing, and embracing a whole-system approach. The combination of effort from all partnering agencies should offer the best possible solution to all involved. The Policing Vision states that by 2025, all partner agencies will be aligned with police forces across the UK to improve the services and support offered to our communities. (Policing Vision 2025, 2016).

Another key strategy of policing available to police officers is a model known as Evidence Based Policing (EBP). The EBP strategy is where police officers, staff and their partner agencies work in tandem to review and work out how to utilise the best available evidence in order to make informed decisions, whilst considering the need to occasionally challenge the current policies and decisions that have previously been utilised. Research into what the best available evidence is may be required, and this could potentially be peer reviewed and made transparent in order for others to review the decisions made and to understand the reasons these conclusion were reached. (What is evidence-based policing? | What Works Centre for Crime Reduction, n.d.).

Following on from the initial definition of Evidence Based Policing by the College of Policing, this has now been reviewed to include a wider range of the types of evidence. This is intended to improve the work done by officers and their partner agencies, however due to the more diverse range of acceptable evidence, there is

a greater risk of confusion and disagreement on which are the better methods to adopt. The College of Policing should ideally look to provide clarity on the guidelines provided to officers (Fielding, Bullock and Holdaway, 2019).

In conclusion, there are a broad range of strategies which response officers can adopt to deal with complex incidents. Every call is different, and can change dynamically from moment to moment. Officers need to be prepared to not only rely on their own skills and experience, but to consider all available options with regards liaising with partner agencies to achieve the best possible outcome for all parties involved, whether victim, offender, or the wider communities at large. Evidence based policing is a useful strategy for gathering information at the scene and deciding on the best course of action, however further refinement to the model would yield a more thorough and robust strategy. The multi-agency approach set out in the Policing Vision 2025 should provide communities with a more holistic based approach to policing, and can help to build trust in the police.

(1959 words)

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem** relating to **policing communities** that **was of a complex nature**, in which you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

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

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Although I have a good understanding of the most common crimes and ways to deal with these, I am still learning with regards more complex cases and incidents which are less frequent (for example, when attending a call where “cuckoo’ing” was a concern, I had to seek further guidance in order to effectively deal with the case). I aim to further develop my knowledge via attending more complex offences where possible and by requesting attachments when available with different departments.
			X		X		

SKILLS	Low 1-4	Med 5-7 X	High 8-10	Low 1-4	Med 5-7 X	High 8-10	I believe I have good communication skill and, given my age, significant life experience which has aided me in dealing with members of the public. I do believe there is still a lot to learn, particularly with the more complex processes, and to enable me to be more confident when making decisions in a live, dynamic environment.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10 X	Low 1-4	Med 5-7 X	High 8-10	Due to the pandemic, I believe that new officers over the last two years, myself included, have struggled to gain as much experience, particularly when it comes to dealing with conflict. This is a result of pubs and clubs being closed for a large period of time. I believe that now restrictions are starting to ease, I will be more exposed to more conflict which will increase my experience and confidence going forward.

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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