



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

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: _____Amy Ward_____

Learner's University Registration Number:

_____2124950_____

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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

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

ANSWER:

When you begin a new vocation, you can be susceptible to stressors due to entering an unknown process with impending responsibilities. This is heightened when joining the police due to the responsibility over other members of our communities. Despite this, allowing the change can enhance the self-worth of an individual and have the potential for improved well-being emotionally (Hughes, Kinder and Cooper, 2019). Learning how to personally deal with stress and develop resilience within a training environment is vital to reduce the impacts when on division, out of a protected environment, as stress is unavoidable (Shane, 2020). Prior to starting this role, I faced certain stressors, which included starting a new career, meeting new people and having to perform academically.

Managing stress is a necessity in maintaining general health and well-being as unmanaged stress can cause the immune system to be suppressed (Harvard Health Publications, 2016). Despite each individual reacting to stress differently, stress is the reaction of feeling threatened or being under pressure, commonly resulting from scenarios where there is little ability to control or manage the outcome (Mind, 2022). Stress is most seen to be a hinderance as prolonged and excessive stress begins to impact one's self-efficacy. Within a policing environment, stressors appear through many sources due to the varying responsibilities of an officer, which has shown to reduce performance. Therefore, managing stress is important to improve their working environment and well-being (Shane, 2020). It is also necessary to develop different strategies to deal with stressors as it can increase an individual's sense of vulnerability, which further impacts their ability to cope with change and their interactions with others (Wrosch, 2011). However, being exposed to some form of

stress which is not prolonged or intense can assist in the performance of tasks due to the body being motivated and in a state of mental alertness (Craig and Sprang, 2010).

Strategies that I have adopted during this time to assist in managing my own well-being include exercising more frequently, spending time with my dog and developing friendships with my new colleagues. It has been important to maintain these elements during training as well as having adequate time spent on revising for exams and developing knowledge of the role. Developing friendships in the class was beneficial as we could support each other with knowledge checks and revision tips. As some of us had been in a policing role before, this allowed us to share experiences which inevitably removed irrational stressors from negative feelings (Harvard Health Publications, 2016). This came in time though as many of us didn't know one another. Personally, this took me a little longer as there were more sociable members of the group. This method of coping, however, is the least effective of those mentioned. There are numerous external factors which impact the frequency of adopting this technique such as finances, logistics and time for revision. Also, with people going onto different shift patterns, it would be difficult to arrange socialising.

Exercising through going to the gym, running, or walking has been effective as it provides a mental time-out from triggers, elevating one's mood and developing self-esteem (Chen et al., 2015). Distraction through focusing on the body helps to put stressors at the back of the mind for a short while, providing a relief. Although exercise can assist with mental health, overloading and dependence can be detrimental to the psychological state if an injury occurs as the regime cannot be maintained (Mikkelsen et al., 2017). This is also difficult to maintain with shift work and long hours. Owning a dog has been beneficial, providing a sense of purpose as well as improving my quality of life. Interactions with dogs are reported to improve moods through increases in endorphins and oxytocin (Barcelos et al., 2021). Although the routine of managing my dog has had to alter due to going back to weekdays from shift work, maintaining our positive relationship was vital to reduce any chances of negative psychological feelings. Simply combining exercise and dog-ownership has been more effective for managing stress as it allowed for a complete disassociation with current stressors of the role. Devastatingly though, I am now learning to manage without a dog as I tragically lost her due to illness just after the second exam within training. I found being with my dog the most effective stress reliever as she was a constant in my day and for her own well-being, I needed to walk her which has also benefited myself.

Within policing, resilience is a vital tool as it allows an individual a certain level of ease within ambiguous conditions (Sharp, 2019). Resilience is defined as the 'psychological capacity to rebound from adversity, uncertainty, conflict, failure or even positive change' (Luthens, 2002, p. 702). However, resilience is often seen as the way someone deals with a particularly traumatic event, but to proactively develop resilience this process must begin prior to any traumatic exposure (Papazoglou et al., 2020). Trauma is inevitable within policing and each incident will impact others differently. Dealing with stressors such as fluctuating risk levels, can in turn develop resilience as it can act as self-development by positively challenging individuals, permitting it is not too intense and above their remit (Luthens et al., 2006). Regardless of this, being aware of support mechanisms available is a viable option for managing mental health impacts as resilience cannot protect individuals from everything that they deal with.

Learning what strategies have worked for me during initial training have helped to start reducing stress and develop resilience. Applying different coping strategies will have to be maintained to reduce the impact of stress. However, this will have to be adapted when going back onto shift work. Stress is going to increase with more responsibilities so applying working strategies will be required to manage this impact. Throughout my career, I will need to consider the options I use as it is likely with time that certain options may not remain as effective as when I was in training. This will also have to be relatively structured too, to enable me to keep up with applying the strategies. Regarding resilience, I need to remain aware that support is available and that I do not have to manage everything on my own and that due to the variation of situations I will inevitably deal with it is fine to seek help.

Word count: 1060

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.

Reflecting upon your incident evaluate the theories and models underpinning conflict models in policing.

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

ANSWER:

Conflict is an unavoidable element within policing, due to the nature of the role and those who we inevitably interact with. Therefore, it is necessary to manage levels appropriately to maintain public confidence and reduce the possibility of incidents escalating to potentially violent encounters (Emsing et al., 2020). Although public confidence is referenced within policing conflict, Ramsbotham et al., (2016) suggests conflict is a universal society feature through resource competition or goal management. Conflict can arise through multiple means by police interaction, including making arrests, exercising powers, and intervening with pre-existing conflicts. The management of conflict is assessed differently by those involved and others who may witness interactions. Therefore, issues arise due to individual expectations of how situations are resolved and how officers reflect on their perspective positively.

Cognitive bias has been evident through police and public interactions and is ongoing which has been shown to cause disparities in trust amongst social and ethnic groupings (Staller et al., 2022). Research from Germany and USA in particular highlights communities of colour do not feel safe within a police presence, influenced by the media and stories shared socially and inevitably police's actions (Abdul-Rahman et al., 2020). A common cause of trust disparity is through officers' use of force being inappropriate towards minority groupings which has ultimately resulted in death in some cases (Boxer et al., 2021). This can be

influenced by both parties involved within conflict, through emotional contagion, as those who do not possess trust within the police may be confrontational and disrespectful which inhibits the officers' action and consequently their decision making which can negatively impact on resolving conflict. In addition, an officers' association of a social grouping can influence their emotions which will influence any interaction (Makin et al., 2018).

This answer will reference an incident where I arrested a male accused of making threats to kill, common assault and animal cruelty. I will also reference Gibb's reflective model in response to how I dealt with the situation and what could be changed (Consuunt, 2022).

The incident was complex as there was an initial call for a male who had been chased by another male who has previously been dealt with by police. On locating the first victim, he was in a heightened emotional state which made it difficult to understand what had happened. By reiterating that he was now safe, and giving him the time to realise this, I was able to take an initial account establishing that threats were made against his life and that there was a likelihood that the perpetrator may have a weapon on his person. This escalated the likelihood for conflict and danger for myself and other officers attending the scene. It was necessary to ask open questions including 'Tell me what happened?'. Whilst dealing with the initial victim, another call was passed that the offender had assaulted a different person in an unrelated incident. To prevent further harm, it was vital to make sure that the first victim was placed somewhere safe as it was especially necessary at this time to arrest the subject. He declined being taken home and asked to go to a friends' property which I was reluctant to do as I was aware that they are the neighbour of the subject who has previously caused issues with that household. I felt that this could have caused a further incident, but there were no powers to place him elsewhere. However, this provided an opportunity to locate the subject going back to his address.

Once locating the subject, I detained him and explained the legality of a person search under section 1 of PACE 1984 whilst an assisting male colleague completed the search. It was fortunate that a male colleague was present to perform the physical search as there is potential for allegations to be made if it was a female on male search. Regardless of this, my body-worn camera was activated for the entirety of the interaction. The grounds of this were based on the initial call as there was a threat to stab and kill, and the male apparently reached for an item in his pocket. Prior to the search, force was used in the form of

handcuffing to the rear. This was justified as the male became very irate, shouting incoherently and flinging his arms around, when I explained that he was going to be searched due to the allegation. It also appeared that the male was under the influence of an unknown substance as he was frothing at the mouth and behaving erratically. There was a definite risk when dealing therefore, Common Law and section 117 PACE 1984 were the relevant powers associated to prevent any harm being caused to others or officers and to allow the exercise of the power to search (College of Policing, 2022). Despite this, there could have been potential for a negative community impact as the search was being conducted in the street. Also, this distraction and the unpredictability of situations have been shown to make it difficult to resolve in the moment conflict, with unrealistic views having the likelihood to lead to negative behaviours to manage the conflict (Andersen and Gustafsberg, 2016; Emsing et al., 2020). However, on this occasion performing the search with the use of handcuffs allowed for the search to be completed effectively, and the male did not have any weapons on his person. With this being my first stop and search and a continually changing incident I felt slightly overwhelmed. This impacted my stop and search as I did not offer the male a copy of the process. Regardless of whether the male was intoxicated, there still needs to be an offer. Therefore, this needs to be a focus of improvement to ensure that every element of a stop and search is included to align with policies.

On the conclusion of the search, I then had the necessity to arrest the male due to the allegations made against him and their severity. It was not possible to arrange an alternative disposal with the male because it would have been likely that he would cause further harm. Therefore, I had no option but to revoke his human right of right to liberty and security. As a limited right, it was necessary for me to explain the legality clearly, so the male arrested understood what was going to happen next. As I had reasonable grounds to suspect the male had committed the offence, there was no requirement for a warrant to perform the arrest, so I exercised my power of arrest under section 24 (2) PACE 1984 (PNLD, 2022). Throughout my interaction with the male, I tried to maintain the same tone of voice rather than matching his frequent outbursts. By applying verbal communication skills this can assist in the de-escalation of conflict, through creating a rapport and allowing time to deal with the situation effectively. Also, when considering Betari's box, if I had entered the situation by not trying to establish a rapport through raising my voice or appearing confrontational in my actions, then this would have influenced the males' attitude and actions creating greater confrontation (College of Policing, 2022). However, this theory applies when those involved

are not influenced by external factors such as alcohol or drugs. In this case the male was intoxicated so the method was not effective. Betari's box correlates with research from Fitch (2016), who highlights that effective communication is ensured by applying consistent verbal and non-verbal messages. Although, possessing a strong emotional state against another causes problems which reduces the ability to listen coherently, which impacts concentration and can lead towards aggression, thus creating unnecessary conflict. Possessing these emotional states is developed through labelling, created by previous encounters with people and situations. In this situation, I had a label for this individual due to a previous arrest and his behaviour. This can assist future interactions through knowledge of the individual. However, if the same behaviour is always expected, this can negatively impact professional effectiveness due to the emotional brain overriding the conscious awareness and rational thoughts from the situation. Developing these patterns can often lead to emotions clouding professional judgement and lead to anger which can be detrimental towards public trust and the safety of officers as hostility is not an effective conflict management or communication tool (Fitch, 2016). Labelling is not a process that I wish to pursue, but I need to be conscious of those who I deal with and understand that warning markers are provided for officer awareness.

Throughout this incident, I applied the National decision model to rationalise my actions. At the centre of the model includes the Code of ethics which must always be abided by (College of Policing, 2014). The poignant elements which stood out in this incident included honesty and integrity, use of force, authority, respect and courtesy and equality and diversity. By gathering information and intelligence from the control room, it was evident that police involvement was necessary, and the victim would expect to be safeguarded. As previously stated, when the victim was located, they were unaware of the subject's location which heightened the potential for threat and risk. This level of risk would not be acceptable as there was potential for a weapon to be present, therefore immediate action was required to try and locate and potentially disarm the subject. Inevitably, applying a section 1 PACE 1984 stop and search and effecting a section 24 (2) PACE 1984 arrest were the legislative powers required and options to deal with the incident. Overall, the male was arrested for four offences, two of which came when he was interviewed. When I initially arrested him, the threats to kill was clear after speaking with the victim. The suspicion of assault was limited as I was not able to speak to the victim before locating the subject. However, it was possible to assess the degree of assault whilst the subject was in custody.

In conclusion, I believe that the actions taken including the stop and search as well as the arrest were proportionate given the circumstances. The level of threat and likelihood of reoffending resulted in arrest being the only viable option to protect the victims and other members of the public. I believe that during the interaction with the male, having four officers might have caused him to become agitated compared to possibly only having a double crewed unit. Especially when conducting the person search. Therefore, I could have explained that to the male that due to the severity of the incidents that were reported to us, it was necessary to have that number of officers as a safety precaution. This could have reasoned with the male and calmed him down however this was not inevitable as he was intoxicated and incoherent, so he was unlikely to retain this information. Although, if I had tried to exercise those powers independently, this could have put myself at risk and led to more force being used such as irritant spray or my baton for protection. Both methods which weren't necessary with the support of other officers being present. Going forward, I need to focus on the legalities of the stop and search process to make sure this is completed effectively and not to allow external factors such as the radio to impact the delivery. Also, when possible, open questions need to be used when speaking with victims prior to dealing with subjects to gain as much possible information to justify actions used. This would be an element I would change but it is not always possible especially due to this incident being dynamic and the subject being quickly located.

Word count : 1942

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 discuss a policing incident that you have attended and critically explore how you dealt with competing issues law, social issues, culture and language.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

This answer relates to a case of assault, sexual assault and non-fatal strangulation during a single incident involving a father and his adult daughter. My involvement with this has been predominantly with the victim on the date of the incident and the following work required with the subject. In this case there were no ethical or equality issues. However, it is vital to manage these elements fairly as the communities' police serve are becoming more diverse with complex needs (National Police Chiefs' Council, 2016). If I were to deal with these elements, I would make reasonable adjustments to deliver a service to those involved. Such as using language line, being accessible and gaining an understanding of different cultures. Also, where individuals have suffered an incident related to a protected characteristic they possess, highlighted within the Equality Act 2010, I would ensure that the correct procedures are followed. This would include hate-crime recording templates and referrals to dedicated support officers. If the incident was a crime, then dealing with it as a hate crime is vital to secure the most appropriate conviction.

Police received three emergency calls in total for this incident including a silent call from the victim where the subject was incoherently shouting abuse and threats to the victim who was not able to escape the situation. During this time, a neighbour also called police reporting that the subject had brought the victim out of the property but was restraining her making

the assault visible to other members of the public who were out in the street after hearing the commotion. Upon police arrival they were obligated to intervene and use force as the subject had hold of the victim preventing her from escaping. Initially the associated power for using force was under Section 3 Criminal Law Act 1967 to prevent crime as the victim was being assaulted. After the victim became free, force was then required under Section 117 PACE 1984 to effect arrest (Humberside Police, 2022). The effectiveness of unarmed techniques suggests that the level of force was proportionate. As the community was witnessing events, this was vital as research suggests that values between the police and the communities they serve are mismatched (Manning, 2010). Due to the subjects' arrest and now remanded status, both human rights of liberty and a private family life have been revoked.

Upon my arrival to the incident, I immediately went and spoke to the victim who seemed in a perplexed state, trying to comprehend what had happened. I asked the victim what her name was and introduced myself and then I asked her to tell me what happened. Given this opportunity to explain, she immediately got me to follow her into the room of the incident and began to recall the information. As the female kept looking at the different parts of the room associating them with what she was saying, I consciously indicated through my body language and verbal cues that I was following the recollection each time she stopped for a moment to look at me. When there were pauses, I also showed that I was actively listening by repeating parts of what she had said to gain clarification on points where I believed I needed more information. As I had begun to develop this rapport, I wanted to continue this by showing my full concentration to the victim. I chose not to make notes on my work phone because I felt that this would create a barrier for the interaction and could have made the victim feel like I was not engaged in the conversation.

As the victim and subject are related, this automatically qualified the incident as domestic related which is a priority issue in policing. To protect victims and reduce potential further reoffending, police action is required with domestic incidents. Determination of this is predominantly based on professional judgement, risk assessment and operative methods to hold perpetrators accountable (Diemer et al., 2017). This is difficult as the assessment of risk will differentiate between officers and level of knowledge/experience of domestic violence as well as action taken being reliant upon the victims' cooperation or willingness to support action if the incident hadn't been witnessed by police. The obligatory actions I

undertook with the victim for this incident included a statement, domestic abuse, stalking and harassment (DASH) questionnaire and a public protection notification (PPN) report. It was only possible to complete these elements effectively with the consent of the victim. Although obligatory to complete, the DASH is optional for the victim to answer. This has the potential to cause future harm and risk to the victim as without answering the difficult questions, a real risk assessment cannot be completed so the victim could be less likely to receive the support they require. When I broached the topic, I initially asked the victim if she had ever previously completed a DASH or if she knew what one was. I then explained the purpose behind it, referencing the level of safeguarding would likely be required would reflect the answers provided. Throughout the questionnaire, I found myself discussing the questions with the victim to make it more of a personal interaction between us so that I showed my true concern and willingness to help. I also noted conscientiously that not all the questions would be relevant to herself as some of the questions relate to circumstances where the victim and perpetrator are in an intimate relationship. I believe that if I completed this as if it was a tick-box exercise then the victim would not have felt any empathy and could have potentially withheld information.

To complete the previous actions, I felt it was necessary to remove the victim from the incident location of her home to the closest police station. Although an individuals' home is their place of safety, where the previous actions would generally be appropriate to complete, because of the nature of the incident and severity of the allegations I felt that this was not suitable, and the victim would have most likely kept reliving the assault and sexual assault. The potential implication is that the victim might not have been able to provide a comprehensive statement of the incident which might cause issues for the case at court with getting the subject appropriately sentenced for the offences brought against him.

It is important to get results and closure for the victim as charging rates have decreased by six percent in the year ending March 2021, despite domestic abuse crimes increasing by six percent in the same year (Office for National Statistics, 2021). On arrival to the station, I made sure that the victim was comfortable in a separate room and asked if she would like anything to drink. Although the statement process is serious for the case, I wanted to try and make the victim feel as relaxed as she could possibly be given what she just experienced. I went through what information I would need and did not rush the process at any point. Upon completing each element of the statement, I read it back to the victim to make sure if they were happy and if there were any missing details to add. After reflection, for future

statements I believe it would be good practice to liaise with the victim to see if they would feel more comfortable having another person present as a support mechanism as the process may be overwhelming when on their own.

When dealing with incidents, victims are entitled to a minimum service standard under the Victim's Code. In this case, the female qualified for more of the rights due to the reporting of a crime. By completing the statement with the victim, the system allows for certain rights to be given quickly such as, to understand/be understood, details of the crime recorded without unjustified delay, providing information when reporting the crime, referral to services and being informed of the victim personal statement process (Gov UK, 2021). However, I have found that there has been a reliance on the victim services team to provide updates for the case to the victim as court information is not directly provided to the officer in the case and to find out, the occurrence must be researched within the system used for reporting incidents. Even with this, there is no information given on what happened at court. I have found that this makes it difficult to keep the victim updated as I am not aware of what is going on myself, which is not providing a good enough service for the victim. Despite this, having a dedicated unit to contact victims is more effective than relying on response officers as they can designate the time to engage with victims to provide updates.

As previously mentioned, I completed a PPN for the female. As part of this, I was required to submit the details of all parties involved, including that of the other child living at the address who wasn't present at the time. When I explained this requirement, the victim was concerned that social services would become involved and remove her younger brother from the address. This made my manner of communication and explanation imperative to explain that this is purely for safeguarding and that any social services intervention would be completely necessary and that it would be to protect them both. Fortunately, the victim did provide consent for the information to be shared. This was vital given the nature of the incident and the risk assessment rating of the DASH questionnaire which resulted in being medium risk. This was due to the answers highlighting indicators of risk of serious harm and the potential of causing serious harm if there were to be a change of circumstances. Although some of the victims' answers were distressing, it was important that I remained fair and impartial with my interaction by showing empathy and compassion in our discussion. I believe that I adopted a compassionate approach that showed the victim I was concerned for her welfare and made her feel safe disclosing everything she wished to, which is an

approach I need to maintain when dealing with all victims especially those involved in domestic violence incidents who may not be willing to disclose details for safety concerns. Consequently, as consent was given for sharing information the PPN, this has resulted in the victim being given support from external services outside of the police. This is more suitable to safeguarding the victim compared to the safety planning advice I can provide to a victim. This is because the extent to which I was able to provide included advising the victim to keep a charged mobile on her person, keep windows and doors locked, call 999 in an emergency and setting up a safe word with friends if in immediate danger. Both social services and the Phoenix domestic abuse team have since engaged with the victim providing more specific support for coping with the domestic abuse suffered on the date of the incident.

Overall, I am satisfied with my interactions with the victim as I was in a position where I could devote as much time as needed to develop the rapport and understand the incident. However, this was only possible due to another unit attending to deal with the subject. It is vital that on attending incidents, especially those of a domestic nature, I continue to attend double-crewed so that the involved parties can be separated and controlled to ensure the safety of the victim. I will continue to activate my body-worn video as per force policy with domestic incidents. Although I've previously mentioned that I did not make notes on my work phone, I believe that I will need to make notes of important information given by victims, especially disclosures in case the victim decides they do not wish to make a statement. Even if they do not wish to pursue a complaint, these disclosures could be vital for the PPN and DASH to safeguard the victim. When completing the required procedures, I will continue to apply an empathetic approach with victims and explain the value of each element in reference to safeguarding. It is important that where consent is given, I complete the DASH prior to a statement as new information can come up through the questionnaires which can provide further evidence for the statement.

Word Count : 2059

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

Consider your use of the National Decision Making and the Code of Ethics and review whether this impacted upon your use of discretion, and whether the outcome achieved best evidence.

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

ANSWER:

Police officers inevitably attend an array of situations that are not always as reported or dangerous which makes it difficult to decipher the correct action to take, as decision making is a continual process, especially when new information comes to light. Due to this, professional judgement and decision making need to be at the forefront of officers thinking to account for their actions when dealing with the public (Christopher, 2015; Flanagan, 2008). Discretion can be seen as a contested subject, often reliant on the outcome of the action conducted by officers. Without supervisory intervention, officers may be less likely to use their discretion when faced with difficult decisions due to associated risk levels as any contradiction in policies could result in criticism or negative results (Pearson and Rowe, 2020). Therefore, it is more likely to be applied in straightforward situations where discretion can simply be common sense or moral judgement. This is a vital process as public confidence is suggested to have become fragile through police involvement (Bradford et al., 2009). Discretion can allow for the rebuilding of trust when officers are able to affect such an action. Scarman (1981) has stated that public order can be maintained by the desirability of effective discretion. However, discretion needs to be appropriately applied as there are cases of discretion facilitating discriminatory policing which result in unethical working, thus contradicting the code of ethics and standards of professional behaviour (Reiner, 2007). In addition, some may view officer discretion as ignorance to law rather than powers granted by law (Pearson and Rowe, 2020). It is imperative that officers are accountable for their

actions, especially when discretion is used amongst the other standards of professional behaviour.

When attending operational situations where decisions are required, it is best practice to apply the National decision model (NDM) to provide a rational for actions and to be accountable if said actions were to be questioned. It is also beneficial for reflection, as when the incident is over, officers and supervisors can review decisions to promote learning for future incident response (College of Policing, 2014). However, due to situations often evolving incredibly quickly, it is not always possible to follow each stage of the model. Therefore, it is important to maintain the code of ethics and not to deviate from them to maintain public confidence with actions taken. For this incident, prior to arrival it was possible to decipher an initial response to the model based on the information passed. However, this soon changed on attending the scene and how events developed.

As previously mentioned, the code of ethics is at the centre of this model and apply to all actions. A main factor being objectivity, of which decisions conclude based on the evidence provided and professional judgement (College of Policing, 2014). This element would have been negatively impacted if based on the information passed during the call. Whilst on route to the incident, I asked the control room for information to be passed from the victim to understand what was happening. From this, the victim stated that her intoxicated son was smashing up the house and that there were children present in the address and a description of the subject was passed. This information insinuated that an offence of criminal damage had been committed. I asked for more information on the subject but there were no warning markers on the male due to limited police dealings. Therefore, I was required to be prepared for any response, especially as the subject was intoxicated.

When I arrived on scene, the subject was not present or in the vicinity. This allowed me time to speak to the caller to establish what had happened. It did appear that there had been some form of altercation as the caller was cleaning broken glass and she appeared worried. I was able to establish that no damage had been caused and that the subject was trying to enter the house, where he lived, but he was being aggressive due to his level of intoxication in which his mother did not feel safe in his presence, especially with other children in the address. His mother also stated that she had never seen him in this state before and was unsure what he could be capable of. Moving onto the next stage of the model, the concern

from the caller highlighted that there was potential for both threat and risk if the male returned. There was limited consideration for allowing him to liaise with his mother to try and stay at the address due to her wishes and concern. Therefore, action was required when the male appeared back in the street. Myself and my colleague were then informed that the male returned to the street by one of the teenage children in the property. I informed the victim that we would have to speak with him to which she understood, and I advised her to stay inside the address and make sure all doors and windows were locked.

Upon locating the male, it was clear that he was intoxicated, and police presence aggravated the situation. As the male had not committed any offences, my powers were relatively limited unless his behaviour escalated. In this case, there could have been potential to arrest him for breach of the peace or being drunk and disorderly in a public place. However, using discretion and providing alternative options would be best for the male. When engaging with the male, he initially stated that he would sleep in his van outside the address. I could have used my discretion at this point to allow this. Yet, due to the immediacy of threat or risk of him trying to get back into the address or driving whilst intoxicated, this was not an option I would consider, and I obtained his keys. The male repeatedly stated that he wanted to go back into the address and became more frustrated when I told him that wouldn't be possible as per his mothers wishes. Because of this, I repeatedly offered to take the male to an alternative address so that he could return home once sober and rational, applying the five-step appeal. Despite this offer, the male continued to shout and swear in the street and tried to push past me to go towards the house. As this contact was limited, and likely unintentional, I did not use any force on the male as it was not necessary. There were also impact factors that would have disadvantaged myself, likely putting me at risk if I did try to apprehend him. These included the males' height, stature, and previous experience as ex-army. On reflection, I need to be conscious of my positioning when dealing with individuals as I put myself at risk through positioning myself within his fighting arc. This would put me at risk of being assaulted.

I informed the male that if he did not accept the lift to an alternative address he would have to come into custody. At this point, another double-crewed unit attended the scene which did aggravate the male further, resulting in him pushing two officers whilst attempting to flee the scene. Research suggests citizens hold resentment with police due to the nature of police-initiated encounters due to tensions associated with law enforcement (Li et al., 2016).

During this time, another officer has used a secondary use of force tactic by deploying his irritant spray. This method was effective to incapacitate the male, but force was still applied to get the male onto the floor to apply handcuffs. The male was still resisting at this point, not releasing his arms, and I used an alternative method of force through a pressure point to his ribcage. As this was ineffective, another officer resulted in performing a single blow to the back. Although this technique was effective, it did cause a neighbour concern. During this, I maintained my professional conduct with the male though informing him of aftercare procedures for his eyes to manage the discomfort. This was vital as biases have been associated with errors in decision-making concerning use of force (Mears et al., 2017).

The level of force required to apprehend this male was recorded and escalated appropriately, with him being arrested for two counts of assaulting police and being drunk and disorderly in a public place. The methods of force applied were reasonable given the circumstances to effect arrest, contrary to Section 3 Criminal Law Act 1967 (Gov UK, 2022). Given the initial call, the overall actions were not what I had expected to happen prior to attending. As the neighbour witnessed the part of the incident where force was used, she did choose to film this and argue that we assaulted the male. As soon as the male was secure in the back of the van and the other attending officers took him to custody, I felt that as part of my duty I should inform his mother of the events that just occurred. In a courteous manner, I identified that I gave the male enough opportunities to be taken elsewhere for the night until he was no longer intoxicated. I also explained that due to no offences being disclosed police involvement wasn't necessary and that we would be able to make the relevant referrals for support prior to the escalation of behaviour. I then informed her of the offences he had been arrested for and that due to his unpredictability and increasing levels of violence, force was used and when simpler techniques were not effective then the incapacitant spray was deployed. Although the mother was visibly upset that the incident had 'got out of hand', she was understanding of the actions used due to the level of risk to the officers. This is likely as citizen-initiated police contact correlates with cooperation and positivity because assistance is required (Skogan, 2006). However, this is dependent on the quality of the encounter between police and citizens and the nature in which assistance was provided (Bradford et al., 2009).

As previously mentioned, I was willing to use my discretion by not applying my power of arrest initially. If there had not been an escalation of behaviour, I would still have offered to

take the male to an alternative address and provide support for the family. Permitting the male was willing to engage, referrals to alcohol support services would be the best progression as alcohol influences his behaviour, making him aggressive and volatile, consequently putting his family and pregnant partner at risk. I made a social services referral due to the potential risk to the children in the address and tried to advise the males partner to complete a domestic abuse, stalking and harassment (DASH) questionnaire to address a truer reflection of the risk she is posed, as per force policy with domestic incidents. This process including a public protection notification (PPN) report are what is required for this family as alternative services will be more beneficial than police involvement.

Application of the NDM, discretion, use of appeal steps and the progression of appropriate use of force captured on body worn footage have assisted in obtaining the best evidence for proving the offences committed in this incident. This led to the male receiving a conditional caution. However, this was not the ideal outcome as discretion and no use of force was initially anticipated through providing words of advice regarding the males' behaviour and how this could impact his career and family arrangements. No police involvement would have been best for the male and his family, other than conveying to another address and providing a PPN to signpost to supporting agencies such as social services and alcohol charities. The actions I have taken have shown no bias towards the male despite the two assaults on other colleagues which would contradict the professional behaviours of honesty and integrity. Explaining my own and assisting colleague actions have maintained accountability and proportionate use of force for the incident. If there were offences disclosed but the risk of harm or threat were limited, I could have applied my discretion at the incident by dealing with them at an alternative time through a voluntary attendee process or by a community resolution permitting the offences were suitable with no necessity for arrest.

I have learnt from this incident that I need to be more aware of my positioning when dealing with offenders to reduce the risk to myself which could impact other colleagues. My use of discretion needs to remain and documentation of use of force to justify actions used. Although this situation caused concern to the neighbour, recording of the escalation and body-worn footage showed actions were proportionate.

Word Count : 2109

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 1000 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
<u>Interviewing subjects</u> – Asking all relevant questions to prove the offence and questions relating to the offender - When asking questions with evidence, ask probing questions to see how the subject can account for the actions completed - Challenging subjects when their account and interview questions differ	- Developing a skeleton interview plan for each type of offence which I interview about to ensure all relevant questions can be asked. - Research interviewing techniques and continue professional development including tier 2 interviewing course later this year	- Other colleagues on shift who have experience of dealing with a varied number of offences. - Online research - PEACE model – applies an investigative-interviewing approach. This allows the comparison of new information and previous statements/evidence (Cleary and Warner, 2016)	- This will be ongoing as interviewing predominantly happens when completing a 'prisoner handover'. - It will only be possible to create 'skeleton plans' permitting I get to interview for different offences
<u>Case files</u> - Obtaining all the relevant information and documentation to build the case file - Although case file re-work is common, limiting the amount required	- Reviewing documents provided and having them to hand when completing case files - Understanding what documents are needed for the different type of case files (GAP/NGAP)	- Like above, other colleagues will be able to provide advice - ESO's and other members of the case file team	- Again, this will be ongoing as a greater understanding will be developed with completing more case files - Review action plans when received to see if there are specific elements which are repeatedly

			highlighted and make notes
<u>Knowledge of offences</u> - When dealing with incidents, especially when they do not appear as they seem, I may not always think of the most suitable offence as I have focussed on what I initially thought was most appropriate.	- Reviewing PowerPoints given during training which I still have access to - Accessing PNLD to view the offence wording and points to prove for the offence - Creating revision documents which I can access on my work laptop	- This needs to be more of an individual focus as it is more frequent that I work independently - When working with another colleague, discussing the incident, and making suggestions for the most appropriate offence	- This will be accomplished with time as I begin to deal with differentiating offences - Review of offences needs to be ongoing, and reviewed with policy changes

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.

1. Abdul-Rahman, L. et al. (2020) 'Experiencing racism and discrimination in the context of the use of force by the police', *Second Interim Report on the Police Use of Excessive Force (KviAPol) Research Project*. Available at: https://kviapol.rub.de/images/pdf/EN_Kv (Accessed: 26th September 2022)
2. Andersen, J. P., & Gustafsberg, H. (2016). A training method to improve police use of force decision making?: A randomized controlled trial. *Sage Open*, April–June, 1–13. <https://doi.org/10.1177/2158244016638708>
3. Barcelos, A. M. et al. (2021) 'Understanding the impact of dog ownership on autistic adults: implications for mental health and suicide prevention', *Scientific reports*. England: Nature Publishing Group, 11(1), pp. 23655–23655. doi: 10.1038/s41598-021-02504-8.
4. Boxer, P. et al. (2021) 'Addressing the inappropriate use of force by police in the United States and beyond: A behavioral and social science perspective', *Aggressive behavior*, 47(5), pp. 502–512. Available at: <https://doi.org/10.1002/ab.21970>.
5. Bradford, B., Jackson, J. and Stanko, E.A. (2009) 'Contact and confidence: revisiting the impact of public encounters with the police', *Policing & society*, 19(1)
6. Chen, H.-M. et al. (2015) 'Randomised controlled trial on the effectiveness of home-based walking exercise on anxiety, depression and cancer-related symptoms in patients with lung cancer', *British journal of cancer*. England: Nature Publishing Group, 112(3), pp. 438–445. doi: 10.1038/bjc.2014.612.
7. Christopher, S. (2015) 'The Police Service Can Be a Critical Reflective Practice ... If It Wants', *Policing: a journal of policy and practice*, 9(4).
8. Cleary, H.M.D. and Warner, T.C. (2016) 'Police Training in Interviewing and Interrogation Methods: A Comparison of Techniques Used With Adult and Juvenile Suspects', *Law and human behavior*, 40(3).
9. College of Policing (2014) *National decision model* [Online] Available at [National decision model | College of Policing](#) (Accessed: 18th September 2022)
10. College of Policing (2022) *Control, Restraint and Searches*. Available at [Control, restraint and searches | College of Policing](#) (Accessed: 31st August 2022)
11. Consuunt (2022) *Gibbs' Reflective Cycle*. [Online] Available at: [Gibbs' Reflective Cycle explained with lots of Examples. \(consuunt.com\)](#) (Accessed: 18th September 2022)
12. Craig, C. D., & Sprang, G. (2010). Compassion satisfaction, compassion fatigue, and burnout in a national sample of trauma treatment therapists. *Anxiety, Stress and Coping*, 23(3), 319-339.
13. Diemer, K. et al. (2017) 'A "double edged sword": discretion and compulsion in policing domestic violence', *Police practice & research*, 18(4), pp. 339–351. Available at: <https://doi.org/10.1080/15614263.2016.1230853>.
14. Emsing, M., Hansson, J. and Sundqvist, J. (2020) 'Swedish Police Officers' Perceptions of Conflict Management Training in School and Probationary Training', *NordYrk*, 7(2), p. 80–. doi:10.18261/issn.1894-8693-2020-02-02

15. Fitch, B.D. (2016) *Law enforcement interpersonal communication and conflict management : the IMPACT model*. Los Angeles, CA: SAGE Publications, Inc.
16. Flanagan, R. (2008). The Review of Policing. *Final Report*. London: Home Office.
17. Gov UK (2021) *Code of Practice for Victims of Crime in England and Wales (Victim's Code)* [Online] Available at: [Code of Practice for Victims of Crime in England and Wales \(Victim's Code\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97823/code-of-practice-for-victims-of-crime-in-england-and-wales-victim-s-code.pdf) (Accessed on: 22nd September 2022)
18. Gov UK (2022) [Online] *Section 3 Criminal Law Act 1967* Available at: [Criminal Law Act 1967 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1967/59/section/3) (Accessed on: 5th October 2022)
19. Harvard Health Publications (2016) 'Stress Management: Approaches for preventing and reducing stress' (2016) *Harvard Health Publications. Special Health Reports*. Boston: Harvard Health Publications.
20. Hughes, R., Kinder, A. and Cooper, C.L. (2019) *The wellbeing workout : how to manage stress and develop resilience*. Basingstoke, Hampshire: Palgrave Macmillan.
21. Humberside Police (2022) *Use of Force* [Online] Available at [Use of force | Humberside Police](https://www.humberside.police.uk/Use-of-force/) (Accessed on: 23rd September 2022)
22. Li, Y., Ren, L. and Luo, F. (2016) 'Is bad stronger than good? The impact of police-citizen encounters on public satisfaction with police', *Policing : an international journal of police strategies & management*, 39(1)
23. Luthens, F. (2002). The need for and meaning of organizational behavior. *Journal of Organizational Behavior*, 23(6), 695-706.
24. Luthens, F., Vogelgesang, G., & Lester, P. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5(1), 25-44.
25. Makin, D.A., Willits, D.W. and Kosicki, W. et al., (2018) Contextual determinants of observed negative emotional states in police-community interactions. *Criminal Justice and Behavior* 102(1): 009385481879605.
26. Manning, P.K. (2010) *Democratic policing in a changing world*. Boulder, CO: Paradigm.
27. Mears, D.P. et al. (2017) 'Thinking fast, not slow: How cognitive biases may contribute to racial disparities in the use of force in police-citizen encounters', *Journal of criminal justice*, 53
28. Mikkelsen, K. et al. (2017) 'Exercise and mental health', *Maturitas*. Ireland: Elsevier B.V, 106, pp. 48–56. doi: 10.1016/j.maturitas.2017.09.003.
29. Mind. (2022) *Stress*. [online] Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress> [Accessed 21 July 2022].
30. National Police Chiefs' Council (2016) *Policing Vision 2025* [Online] Available at: [Police chiefs and PCCs set out a vision for policing in 2025 \(npcc.police.uk\)](https://www.npcc.police.uk/policing-vision-2025) (Accessed: 8th October 2022)
31. Office for National Statistics (2021) *Domestic abuse and the criminal justice system, England and Wales: November 2021* [Online] Available at: [Domestic abuse and the criminal justice system, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/mentalhealth/articles/domesticabuseandthecriminaljusticesystemenglandandwalesnovember2021) (Accessed: 23rd September 2022)
32. Papazoglou, K. et al. (2020) *Power : police officer wellness, ethics, and resilience*. Edited by K. Papazoglou and D. M. Blumberg. London, England: Elsevier.
33. Pearson, G. and Rowe, M. (2020) 'Police street powers and criminal justice : regulation and discretion in a time of change', in. Oxford; Hart.

34. PNLD (2022) *PACE – arrest without warrant – constable*. [online] Available at [Legal Narrative Detail · PNLD](#) (Accessed: 12th September 2022)
35. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary Conflict Resolution*. Polity Press.
36. Reiner, R. (2007) Policing and the police. In M. Maguire, R. Morgan, and R. Reiner (Eds.), *The Oxford handbook of criminology* (2nd ed.) Oxford: Oxford University Press.
37. Scarman, L. G. (1981) *The Scarman report: The Brixton disorders 10-12 April, 1981*. Harmondsworth, Middlesex: Penguin Books.
38. Shane, J.M. (2020) *Stress inside police departments : how the organization creates stress and performance problems in police officers*. New York, NY: Routledge.
39. Sharp, L.-A. (2019) 'Resilience: Learning to bend but not break in the ebb and flow of life', *Australian nursing & midwifery journal*, 26(5)
40. Skogan, W.G. (2005), "Citizen satisfaction with police encounters", *Police Quarterly*, Vol. 8 No. 3,
41. Staller, M.S., Zaiser, B. and Koerner, S. (2022) 'The problem of entanglement: Biases and fallacies in police conflict management', *International journal of police science & management*, 24(2), pp. 113–123. doi:10.1177/14613557211064054
42. Wrosch, C. (2011). Self-regulation of unattainable goals and pathways to quality of life. In S. Folkman (Ed.), *Oxford handbook of stress, health, & coping*. New York: Oxford University Press.

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed: *Ajward*

Date: ...10/10/2022.....