

Submission 8000 words

by Rebecca King

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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

**Workbook title: Competency Based
Workbook 4 (PCDA)**

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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**Learner's University Registration Number:
1980236**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the workplace 2 (PCDA)

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).
(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

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

ANSWER:

The Policing Code of Ethics was introduced in 2014 by The College of Policing and is a non-negotiable code of practice to be used by all police officers on duty, covering all areas of work, and off duty. These can often be termed as "Nolan Principles" as they were originally devised by Lord Nolan in 1995, who set out Principles of Public Life for those who worked in the public sector. They were designed to be a minimal list of expectations created in order to improve ethical standards and maintain trust. The Gwent Police Code of Ethics is slightly different but incorporates them.

There are 9 pillars to the code, and these are:

- 1) **Honesty.** Police Officers are expected to be honest at all times, we cannot expect truths from those we are not honest to.
- 2) **Integrity.** Those who act with integrity, are those who have a good, socially moral compass, and who do not abuse their position of trust, or power.
- 3) **Accountability.** As a new starter within the police, the importance of justifying decisions made is something that cannot be underestimated.
- 4) **Openness.** Being transparent in actions we take
- 5) **Fairness.** Police should always treat people fairly, and not as a collective. We have training to keep us informed of latest trends. We also should not treat someone who has a high-power job any differently to someone who is long term unemployed.
- 6) **Objectivity.** Decisions that we make are based on what evidence we have to make them, not on opinion or bias.
- 7) **Leadership.** Officers are looked on to be leaders of the community and set good examples to those we serve.
- 8) **Respect.** That officers treat everyone we encounter with respect.
- 9) **Selflessness.** That officers only act in the interest of the public, and not for us.

Organisational justice has been defined by the College of Policing as "a number of key elements that can have direct influences on the behaviour and attitudes of employees." These can be divided into four elements:

- 1) **Distributive Justice.** This is how fairly employees view any recognition, opportunity, reward or workload, that is divided between the workforce. Nobody

wants to do more work than a colleague if they have the same title, the same salary, and are on the same shift.

- 2) **Procedural Justice.** This relates to how the fairly the individual sees decisions that have been made.
- 3) **Interpersonal Justice.** This is how employees see their treatment by senior staff and the respect and dignity that they afford them
- 4) **Informational Justice.** Refers to the fairness in which communication is disseminated especially after decisions have been made.

At the end of the day, nobody wants to feel like they are being left out, and by feeling like they are part of a team, and important to the success of the organisation, they are more likely to work harder, and stay at that place of employment. As Tyler and Blader identified in 2003, "experiencing voice tends to increase engagement, satisfaction, and social identification with the organisation". I have interpreted this as an important thing not to leave anyone out. The police are very much a family and respect are earned and given from the bottom to the top, and vice versa.

Gwent Police ensure that officers are encouraged to follow the code of ethics by having training days which are catered around keeping them at the forefront of officer's minds. By having refresher courses on operational safety, first aid, and fitness, we can ensure that we are all sticking to what we signed up for. Should an officer not uphold any of the above, they can expect to be spoken to by the Professional Standards Department, which is an internal department who deal with complaints, incidents of misconduct and offer an input into organisational learning in order to enhance services. Having everyone in the organisation face the same process of disciplinary action shows that in streamlining the procedure relating to disciplinary, and not showing favouritism, will greatly benefit the force as a whole.

I would say that Gwent Police, who are my employer, are putting things into place to ensure that teamwork is at the very essence of everything we do. We all get the chance to join the sporting groups that are available, they get put in centrally to where most people can attend. It is things like that and having information available to all at the same time which can make a big difference to how people perceive themselves in the larger picture.

Conversely, the fact that any member of the force can be randomly drug tested at any time and will face the same consequences is a way of ensuring that organisational justice is implemented.

By Gwent police asking us to record our interactions with the public in detail, we are showing that we are using the National Decision Model to justify our actions. In my experience, Gwent police offers trust as soon as officers gain their Independent Patrol Status. I see this as hugely beneficial after months of training, offering probationers to 'cut their teeth' in the real world. In the same breath, safety is considered on night shifts to only go out double crewed for protection. The feeling that you are being trusted has been shown to reduce stress and anxiety in the workplace by Dr Soroush Nikamian.

If there is an issue that cannot be solved by the internal department because of the severity of it, it must go to out of force and be done independently.

The strength of organisational justice within the force, will reflect the level of professionalism that will not only be seen internally, but externally. If the public can see that the force is happy, that there are no unfair shifts of power, or anything that displays an unhappiness or weakness, they will be more likely to work with us.

(1082 words)

[003468-16 - code of ethics summary.pdf \(suffolk.police.uk\)](#)

[Code of Ethics | College of Policing](#)

[Code of Ethics | Gwent Police](#)

[Code of Ethics launched - GOV.UK \(www.gov.uk\)](#)

[code_of_ethics.pdf \(college.police.uk\)](#)

<https://www.researchgate.net/publication/8995565> The Group Engagement Model Procedural Justice Social Identity and Cooperative Behavior

[Integrity: An Intrapersonal Perspective - Mirlenda Noelliste, 2013 \(sagepub.com\)](#)

[Item 9 - Standards of Professional Behaviour - Appendix B \(pcc.police.uk\)](#)

[Main heading goes here \(college.police.uk\)](#)

[Organisational Justice \(employment-studies.co.uk\)](#)

[Organizational justice, job stress, and work-family conflict: their interrelationships in universities' personnel \(oatext.com\)](#)

[The Code of Ethics of the UK Police: explained – AAAPPP – Association Against Abuse of Police Powers and Privileges](#)

[The Nolan principles | Good Governance \(good-governance.org.uk\)](#)

[The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](#)

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Using the Gibbs' model of reflective practice, I shall discuss a policing incident in which I played a significant role.

Multi agency approaches to policing incidents can sometimes make or break a situation. Quite often powers and working practices between partner agencies can overlap, however, there can be a lack of steer and direction from other organisations, and at times they just seem to sit back and let police make decisions. Bozeman and Kinglsey have stated that those organisations with more red tape are less likely to be risk takers, and I understand that in today's culture, people are more likely to be risk averse. But this is when partner agencies need to work harder and smarter to achieve goals.

Many agencies are needed to collaborate as communities, and those who live within have such diverse needs and behavioural issues, that this can sometimes create challenging situations for those attending. By colluding with partners, this can often be overcome by adapting working practices and identifying best practice approaches.

Many months ago, I had been tasked with attending an address whereby the caller was a male, who was transitioning to become female. (I shall refer to this person as 'she', and the biological father to the children) She stated that she was having issues with a neighbour of hers, who every time she would see him, he would shout abuse

at her for wearing women's clothing, and say things like "You shouldn't have children." Straight away, this indicated that there was a hate crime element to this.

When I got to the address I was met by a young family. The biological mother and father, their two young daughters, and a dog. Before I had even got through the first door to the communal hallway I was overpowered by an unbelievable smell. When the door to the family flat was opened, I had to take a step back. The stench of human and dog faeces hit me like nothing I have ever experienced before. There were no bulbs in any light fitting, the carpet was wet under foot, there was rubbish and food strewn everywhere, there was a strong smell of cannabis, the one seat in the flat had a hole in the base of the sofa and was covered in brown marks, and the children and the dog were constantly scratching.

Before I had even said anything to the parents, the female who had called police started to shout at me telling me to stop judging the flat, that they were struggling, and that their lives were hard. She then began to push me, telling me that I had no idea what it was like to be in their shoes and that they moved back to Wales for a fresh start and I was not helping.

I decided to call for another unit to assist, as her behaviour was so erratic, and I had massive concerns for the children. At this point I was considering arresting her under section 24 of the Police and Criminal Evidence Act, 1984, determining that she was both assaulting me, and also by obstructing me in my lawful duty.

I passed the details of the occupants to our control room. The startling news came back to me that the couple had moved from Devon, and both children were on the children at risk register with their former local authority social services under the category of neglect. Child neglect can take on 4 forms:

- Physical
- Educational
- Medical
- Emotional (Massey-Stokes 2018)

By having spent just a few minutes inside the address, I could already give an early update and say that in my uneducated opinion, that the children were being subjected to at least two of the above points.

Further information was passed that for any incident with police involvement, body worn cameras must always be recording, and a detailed public protection notice must be completed.

I decided that due to the state of the flat, and that when I asked the parents if they were experiencing financial difficulties, they said no, that I would need to call the out of hours social worker to give their opinion.

I took the details of what has happened from the caller and as I did so, I was contacted on my radio by a colleague who said that the alleged offender had just called her in to his flat to show her CCTV which captured the caller smearing brown sludge, which I could only assume was faces, over his car and letterbox.

Thankfully, the social worker did not take long to get to the address, but when she did arrive, the situation escalated, and the caller began to display very alarming behaviour. The social worker explained to the family that just because they had moved, it did not mean that social services departments did not speak with each other, and they could let any improvements that they may have made to the living conditions slide.

All parties began to take photographs of the address and alternative accommodation was sought for the children in order for the parents to clean the flat up to a suitable standard.

I used the National Decision Model and considered my powers of using police protection for the children, or supporting the local authority using an emergency protection order. By using police protection powers, I would not have needed to apply to a court, and I would have been able to remove the children from the address in which they were living, if I believed that they were at risk of suffering significant harm. This could be done without the consent of the parents, and the children could have been placed in local authority accommodation, or with a suitable relative. As the family did not have any relatives living any closer than 176 miles away, it would have been more suitable to temporarily place the children in a foster placement. This would have been for up to 72 hours, and then I would have needed to apply for a court order to extend this or work further with the local authority to get an emergency protection order in place. If the decision had been made to pass the responsibility over to the social worker and they had applied for an emergency protection order, I would have been better to stay at the address to prevent a breach of the peace.

I stayed at the address and many phone calls were made. It was decided that as Caerphilly Social Services had not seen the family previously, and no contact was able to be made with Devon Social Services, that it would be more fair on the family to allow them time to try and clean the flat up, and get the children in some sort of order. There could have been improvements already made to the living conditions (Even though it was my opinion that things had just been left to spiral out of control) There had been no concerns about the children attending school, but one teacher had spoken to a health visitor that was due to visit and stated her worry for the one daughter who was said to have attended school and been both dirty, and smelly.

Nobody that I know sets out to be a police officer in order to take children out of the care of their parents, and those that have, have said it is a very difficult place to be put in. At the same time, you do not want to leave children at an address where they can come to harm, or not receive the love, care and attention that they need.

The final decision was that the family were given 10 days by the social worker to clean the flat, including the children's bedding, get light bulbs put in, see that the dog gets flea remedy, and the girls get headlice treatment, the carpet and toilet cleaned, and a general improvement made to the entire flat. The family were grateful for the advice given to them, and for not taking their daughters from their care. However, they were warned that should the living conditions not improve, or that anyone in a professional position raise a concern for the children, then joint visits would take place by police and social services, and action taken.

In order to further safeguard an obviously very vulnerable family, I also suggested that they try and put themselves on a social tenancy waiting list, as neither parent was working, they were clearly having issues with their one neighbours, and when the landlord was due to see the property, there was no doubt in my mind that they would be served an eviction notice. It would also be a way in which the local authority could keep a closer eye on them.

If I was to attend a call similar in nature to this, I think I would change the way I asked social services to attend and express the urgency a bit clearer. (1500)

Bryant, R and Bryant, S. (2019) *Blackstones Handbook for Policing Students* Oxford: Oxford Press
Child Law Advice (2018), *Police Powers of Protection and Emergency Protection Orders* [Police powers of protection & Emergency protection orders \(childlawadvice.org.uk\)](https://childlawadvice.org.uk/powers-of-protection-&emergency-protection-orders)
Continued Early Childhood Education (2018) *What is Neglect and What are the Types of Neglect? What Is Neglect And What Types Of Neglect Are There?* Marilyn Massey-Stokes Director and Administrator Health and Safety 23084 (continued.com)
Cornwall and Isle of Scilly (2019) *Cornwall and Isle of Scilly Safeguarding Children Partnership Procedure* [Neglect \(proceduresonline.com\)](https://proceduresonline.com/neglect)
JSTOR, 1998, *Risk Culture in Public and Private organisations* [Risk Culture in Public and Private Organizations on JSTOR](https://www.jstor.org/stable/1352712)

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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.

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

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In my short career as a police officer, so far, I have not had many significant roles to play in anti-social behaviour related incidents, I am not saying that the area I cover does not suffer from ASB, but that is mainly covered by neighbourhood units.

I have chosen a racially aggravated hate crime to identify learning opportunities and what could have done differently, using Bortons Model of Reflection. It considers the following:

- What happened?
- What did other people who were involved do?
- What did I see/ do?
- What was my reaction?
- What is the purpose in returning to this situation? (John Dabell, 2018)

The model then goes on to ask how I felt, and try to process what exactly went on, and then asks what has been learnt and what could further be developed should the situation arise once again.

Some time ago, I was tasked with answering a call made by a concerned grandmother, stating that her 12-year-old granddaughter was being racially harassed by boys in her school, which had then started to happen when she was out socialising with her friends. The verbal harassment had resulted in her feeling depressed, and she had begun to cut her arms with a razor

Fortunately, I do not hear of many racially aggravated crimes in my force area, but unfortunately, due to this victim's ethnicity and age, I feared that she would be targeted again and would be at risk of becoming a repeat victim later on in her life.

I looked at previous calls regarding the girl, and it transpired that there had been a 999-call made by an 11-year-old boy who had witnessed the victim being on the

receiving end of a group of males making monkey chants towards her. Officers had been dispatched due to the age of the victim, and the caller stating that the boys appeared a lot older than her, and she was crying. When officers arrived, the victim said that nothing like what had been reported had happened and she was sorry for bothering police. Young victims of racial abuse may not always see their peer's behaviour as being racist towards them. It may be played down or passed off as 'banter'. Children who have been subjected to racial abuse can often feel isolated, depressed, and angry over the colour of their skin. (NSPCC, 2021)

When I arrived at the victim's address, it was clear to see the girl was upset over the incident and was incredibly nervous about my presence. I had to put my role of being a protective, empathetic, mother into practice in order to try and make her feel comfortable and open up about what had happened. It was easy to see that the success of her opening up was down to using my softer non-verbal skills such as utilising my body language, as well as actively listening to what she was saying.

I managed to get enough details from her to create a statement, and as she had given names to the boys involved, I visited the high school which she and a few of the alleged perpetrators attend. Due to the severity of the allegations, and in order to safeguard a vulnerable victim, I took it upon myself to not wait for a schools liaison officer to be allocated, but to go and speak with the staff and see if there had been any issues reported to them that could help build my investigation. Police liaison officers can be utilised to work towards achieving crime and disorder reductions within young communities through the medium of education. (Dyfed Powys Police, 2021) These officers are trained in promoting positive citizenship, whilst dealing with issues that often face young people as they grow into adults.

I spoke with the deputy head teacher, and a well being officer who stated that they had seen a marked decline in the girl's confidence. They explained that they were aware of an incident on the school bus from which they had suspended two boys following their involvement. There was clearly a pattern forming in the offences taking place. The school were very supportive of police action and brought the victim in to speak. We all worked together to identify the names and possibly addresses of the boys involved. I took this to be partnership working at its finest, as we were all working towards the one common goal of protecting the victim, plus ensuring that the males whose homes I would be attending were definitely the ones initially alleged to be involved. The boys involved would also need to get support from the schools to make sure that they identified their behaviour was a criminal offence, inappropriate, and had to stop, before all their lives were defined by it.

I managed to visit the home addresses of all three boys, and their parents were horrified by my attendance. They were all from strong, loving and supportive families, with no previous offences by any family members recorded on police systems. I arranged to voluntarily interview each boy, and needed to do this quickly, as the girl would only be using the school bus twice a day, but also share some of the same classes as them. I did not want her social life to be too affected, especially given how much children had been kept apart during the COVID pandemic, and how shy she was, I did not want her communication skills to suffer.

After interviewing all three males, two of them admitted a part in the incidents, whilst the one said he could not recall what had happened. All three began crying during their interviews, and the parents who came as their appropriate adults, were all, also very upset and angry about what had been alleged.

With what I could see in regards to how the boys reacted to being in a custody suite, as well as how their parents had reprimanded them, I was satisfied that through work with the school liaison officer, and the youth offending team, that there would be minimal chance of a repeat of their behaviour. One boy was a captain of his local rugby team and stated he would not get far in rugby if he was known to be a racist. The victim was happy to take a low-key approach to resolving the issue, stating she missed the boys as friends, so I did not want to go too heavy handed.

Again, as a parent I wanted the offenders to be more educated in the way that the victim felt and the impact it had on her. It had created tension between her father and her, as she blamed him for her being black. The offenders were not fully aware of what constituted a hate crime, so after me explaining to them what protected characteristics were, and what the consequences of committing further offences could amount to. It would not have been the usual "I won't do it again." If they did not know what the definition of a hate crime was.

The school, the victim's family, the boys and their parents, and most importantly, the victim, were all happy with the outcome and the way I dealt with the at sometimes, sensitive issue. I had also arranged for lessons to be taught by the school liaison officer around hate crimes, and bullying in general, and received a thank you from the school, the victim's family, and one of the boy's parents, also. I am pleased that there have been no more complaints from the victim. The victim was told that if she experienced anything akin to what had happened then she could not only call police, but there are also charities and helplines she could speak to.

If I was to encounter a similar situation again, I would perhaps ask our social media department if there was a way in which we could campaign and highlight the effects that hate crimes have on the victim. Overall, I think I dealt with the situation very well and would not change anything about how I approached the initial response. (1352)

Dyfed Powys Police (2021) *Schools Liaison* [Schools liaison | Dyfed-Powys Police](#)
Jane Donoghue, Reflections on Risk, Anti-Social Behaviour and Vulnerable/ Repeat Victims, *The British Journal of Criminology*, Volume 53, Issue 5, 2013, Pages 805-823
John Dabell (2018) *Borton's Model of Reflection* [Borton's Model Of Reflection – John Dabell](#)
NSPCC (2021) *How Racism Affects Children* [Talking to children about racism | NSPCC](#)
Victim Support (2021) *Children and young people affected by hate crime in Wales* [Children and young people affected by hate crime in wales \(victimsupport.org.uk\)](#)
Welsh Government (2021) *Hate Hurts Wales* [Hate hurts Wales | GOV.WALES](#)

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

You must choose **a policing incident which is of serious and complex nature** in which you played a significant role with an offender/service user/victim 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.

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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.

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

ANSWER:

Serious policing incidents are deemed to be those calls with the most immediate need of police attendance, and those that are seemingly a threat to life, use or imminent use of violence, serious risk to property, or serious injury to a person. The incident could involve all four criteria, but rarely does. In Gwent police, the most pressing of incidents are classed as emergencies, whilst other forces call them G1's. (Grade 1). Of course, when a call taker handles a call from a member of public, some details can be missed, fabricated, or embellished, so there is an always a level of professional judgement to be made by the very busy control room operator, and a certain level of optimism adopted by the attending officer.

A few weeks back, the entirety of our policing unit was very busy, with one emergency being called over the air after the other. I was fresh from my blue light driving course and wanted to put my new skills into practice. There was an emergency call in relation to a domestic violence situation, in an area roughly 5 miles out of my patch, and none of the units that were based there answered the call. I said I would attend. For this instance, the information that came from control room, was fairly accurate.

A female had called 999 to report that her 68-year-old neighbour had run to her flat alleging that her husband had strangled her to the point that she lost consciousness,

she also said he tipped a boiling cup of tea over her, scolding her skin. Non-fatal strangulation in DV cases is on the rise, and now looks to become a standalone offence under the new Domestic Violence Act 2021, after studies showed that 29% of DV homicide cases were done using strangulation and suffocation. (UK Government, 2021).

On my way to the call, I asked the control room to check the names of the people involved through the national police database. This is a standard practice done in order to be more informed for when you get to the call. It also helps supervisors allocate resources properly. For example, if someone was known to evade police, the dog unit may be called to assist. When I was given the name of the potential perpetrator I was told that he had warning markers for violence, he was known to carry blades, he was the subject of a Claire's Law application, he was registered as an alcoholic, and was subject to conditions on police bail, where it was deemed he should not attend the address of his wife. That address is where the incident took place.

It took roughly 8 minutes to get to the address and when I pulled up in my marked police car, given what information I had been passed, I judged the male to be aggressive, and possibly volatile due to his addiction. In fact, I could not have been any further from the truth.

The male was stood smoking a cigarette in the garden area, with a dressing gown on, and not much else. He turned to me and said "I believe you're here for me, officer. I have just tried to kill my wife." And turned away from me. With the information regarding his warning markers that had just been passed to me, it occurred to me that he could have been arming himself with a blade. I shouted for him to lie on the floor and present his hands to me, which he did. I had used the National Decision Model with the central point of the code of ethics in mind at all times during this, and each moment that passed, I was not only assessing the danger to myself and the male, but also constantly judging what powers I had to do what with, and having to state over the radio what information was present, what had happened, and what my plan was. With that, two of my colleagues arrived. I asked one to go and ask either the caller or the wife, if she was able, to identify the male who had tried to strangle the female. My colleague confirmed that it was the male on the floor.

I then arrested the male under suspicion of attempted murder which is contrary to section 1 of the Criminal Attempts Act 1981. (Legislation.gov) Given the immediate information I had available to me; this was the only suitable thing to do at that moment. This was the most serious crime I had so far dealt with, and the amount of information that I was processing was quite astounding.

As I was the only female officer on the scene, it was deemed more appropriate that I stayed with the victim and the neighbour to attend hospital, and the two male officers take the prisoner to the custody unit.

I quickly ran to the flat where the victim and the caller were to see if first aid was required. I was met by the very upset caller who showed me where the victim was. She was sobbing and shaking so much I had to ask if she had epilepsy. This had

clearly been a very traumatic experience for both females, but I needed to know what the husband had used and where the crime had taken place. This meant I needed to work fast to be able to take advantage of golden hour principles, and inform not only the covering Detective Sergeant, but also my inspector, so that more units could attend and help with the scene guard and also preserve evidence.

I was told that the male had used his dressing gown belt to wrap around the victim's neck, and I could not recall seeing the belt on his person when I arrived. I informed the Sergeant to have colleagues check the flat for the belt, as I could not go down due to cross contamination. The belt was not found inside the flat but was on the male's waist. I arranged with custody that it would need to be placed into a sterile bag in order to preserve evidence.

As I asked the victim more questions, it was quickly evident that this was not the first time that the husband had used a ligature to attempt to strangle her, and that was in fact why he was on bail. He had used a leather belt the previous time. She stated that his bail conditions had expired only three days before this incident, but he was going to be homeless, so she let him back in. I asked the control room to double check his bail was up. It had expired. Just.

I was extremely worried about the way in which the victim's injuries looked, the scald on her chest was blistering, and the ligature marks on her neck were bruising quite badly. Furthermore, the way in which she spoke seemed as if she was suffering from absence seizures, and not being medically trained, I just concentrated on documenting the evidence as well as chasing up on an ETA for the ambulance.

The information I gathered from the initial photographs to the neck of the victim, I have been told, would play a big role in the inevitable court case that will ensue. I also had to get hold of the crime scene investigation department for them to take better photographs, and then take more of the room in which the alleged assault happened.

When the detectives from CID arrived, I had to debrief them on the situation. It proved to be quite emotive, and to relive the story from an officer's blunt point of view, made the victim and the neighbour cry. The victim only realising the severity of what had happened to her when I said to the detective "Time of arrest for attempted murder, 18:10hrs." I knew that the victim would need to be interviewed more thoroughly, by a trained detective, and in an interview suite, where she felt more comfortable, and the trauma was not so fresh, but I wanted her to feel assured that she was no longer in danger, and we were doing all we could for her. It was alarming how initially she played down what he had done to her. Again, the statistics in 2015 of domestic violence victims in the over 45's category is at an alarming percentage of 5.5% of all domestic violence cases. (Domestic Shelters)

The victim stated that they had been together for 22 years, and she had just become used to the violence and erratic emotional state that her husband would often be in.

From previous, but far less serious cases, I have learned that it is of the upmost importance to have all the data and facts you need, to hand. It not only looks and sounds professional, but it also makes the job easier for those around you and puts

victims at ease. When you say over the air something like “One in for attempt murder”, meaning you have someone in custody for a very serious offence, people will start listening to every single word you say. Again, the National Decision Model was at the forefront of my mind. Knowing that not only could police and police staff hear what I was saying, but possibly members of public. I had to pass as much information as I could, but still shield the privacy of the victim and the offender. Even though I had just arrested someone under suspicion of attempted murder, I still had to protect his human rights, and his right to a private life after I had deprived him of his liberty.

I travelled behind the victim and her neighbour to a local hospital for her injuries to be documented and assessed. At present, due to COVID restrictions, for adults, some hospitals are not allowing anybody in with the patient. I had called through and explained the situation to see if there would be a special dispensation for the victim after such a traumatic day. Thankfully, the hospital staff were very understanding, much more so than the people waiting to be seen.

I stayed with the ladies for 4 more hours whilst they waited, and I waited for detectives to relieve me. I wanted to be there, not only for continuity for the victim, but so that I could be on hand for any questions that may be presented.

Throughout the whole experience, I found that the way in which I spoke, the language that I used, and my body language all had an effect on the situation. I am proud of myself in the way that I handled such an extraordinary incident.

If this situation arises again, I don't think I would do anything different, other than keep an evidence bag in my tactical vest. It may sound silly, but having seen my body worn video, I do not think I could take many learning points from the experience. (1830)

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Legislation.gov (2021) *Criminal Attempts Act 1981* [Criminal Attempts Act 1981 \(legislation.gov.uk\)](#)
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Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose **an incident** involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Using the Gibbs model of reflection, I shall be reflecting on an incident relating to digital technologies and how I provided the initial police response to the best of my abilities.

Digital technology has been described as “electronic tools, systems, devices and resources, that generate, store or process data. Well known examples include, social media, online games, multimedia, and mobile phones.” (Victoria State Government)

Some time back I was allocated a call whereby a concerned aunt called police after she found a small bag of suspected cannabis in a bedroom that she had allowed her 14-year-old niece to share with her young daughter. The niece shared the room after being thrown out of her family home following falling out with her mother. The niece seemed to have had many adverse childhood experiences and was at risk of becoming a looked after child in the care system. The niece was also said to have issues with alcohol and had been known to steal money from family members, and somehow purchase it, ending in police and health care involvement. Whilst looking for more evidence of drug or alcohol consumption, the aunt uncovered a mobile phone that was illuminating with app notifications, that the niece said belonged to her, yet it was a completely different model to the one that the aunt knew she used.

The aunt has then questioned her about the phone and asked her for the PIN. When the aunt has then checked the phone, she discovered that there was a Snapchat account in the name of the niece, and she was receiving sexually explicit photographs from males of various ages, as well as messages on the application asking for “nudes” for cash. Naturally, any responsible adult who has guardianship of a 14-year-old female, would be concerned about these circumstances. Initially, the niece has unsurprisingly been cagey about the details.

Snapchat is an app that allows users to send and receive messages/ videos/ photographs, that can have a time limit set by the sender, which will see the images disappear once they have been opened or can stay as a ‘story’ for up to one day. Unfortunately, Snapchat has recently got a bad name for itself after featuring in many news articles where it has been deemed the app of choice for sexual

predators. This is down to the above reasons whereby messages cannot be retrieved, and it also being popular with children, as there are filters that can distort/improve picture quality

When police attended and spoke with the teenager, it was quickly evidenced that there was a lot more going than initially assumed. Officers were shown messages on the phone by the girl, whereby she had a 'price list' for explicit photographs she was sending to people on Snapchat and text message. The girl said that she would charge people money for anything above blowing them a kiss on a video message, and then her 'prices' increased as the photos and videos showed more of her and got more explicit. When asked if she had actually received money from unknown persons for sending such images, she asked for officers to follow her to her room, opened a wardrobe, and showed hanger after hanger of designer clothing, which she stated she had paid for using her own money.

It soon became apparent that the girl was very vulnerable, given her age, her lifestyle choices, and the fact that her parents could not cope with her challenging behaviour. The attention from the males was being reinforced with her desire for money to pay for drink, drugs and clothing, her inability to see danger in her situation, and wanting to be able to control at least one thing in her extraordinarily sad life. It was difficult to see the teen so dependent on the attention of males she did not know, in order to feel validated in her young life.

Further alarm bells rung when I asked to where the payments go. She said that some pay directly into her bank account, others would add money to her iTunes account, and most alarming, the males that she "knew" better, would order her takeaways to her address, and some even bought her alcohol. These behaviours made me think she was being groomed by these males. They were subjecting a vulnerable child to becoming emotionally and economically dependant on them, in order for them to receive sexually explicit photographs of her. Using any communication to a child in order to sexually abuse them. By doing this, the males were exchanging the photos for gifts and money.

There was one male who she said she would meet up with every few weeks, and he would not give her his name or phone number but would send her a What3Words location and meet her at that point. Once again, this was facilitated by technology. She would not say if there had been any sexual contact with the male.

The girl said that she had confided in only one of her friends what she was doing. When I asked if that was because she was afraid that the males could hurt her, or that she felt threatened by their behaviours, she shocked me and said that even though they had her address, she wasn't planning on staying at her aunt's house for long enough for them to get a plan together for visiting her. I found that response to be on a level of an almost child-like innocence yet being completely naïve. Knowing that there were younger children living there, and also adults at the address who were totally unaware of what was happening under their noses. The only reason that the teenager had told one of her friends was because she had been asked where she was getting her designer clothing from, and the friend had assumed she was shoplifting, and was worried about getting into trouble.

The young girl saw herself as running a business, providing males she did not know and would possibly never know, with something that they were prepared to pay for. She did not see herself as a victim, but as a service provider and in fact said that with them giving her the attention they were after getting various photographs from her, it could possibly stop them from committing other sexual offences.

There would be no quick fix to plaster over what had happened. I needed to get the teenage girl interviewed by someone who was qualified in the achieving best evidence interviewing and questioning techniques. Because she was so vulnerable and was a victim to a serious crime, police needed to gather as much evidence as possible in order to fully safeguard her and her family, as well as stop a reoccurrence from possibly happening.

The victim said she knew her login details and that by taking her phone off her, she had enough money in her account to buy another. So that would not have been a suitable thing to do. The complexity of this incident was increased as she could not see herself as a victim and did not see that she needed help in preventing this behaviour from escalating. There would not have been a lot that police, family, or any social services involvement could have had whereby she would not have been able to purchase further mobile phones to use.

Standard practice for Gwent Police when there is a child involved in any incident, is to send a public protection notice to the local social services, which in my case is Caerphilly County Borough Council. This is minimal and the data within the notice, will be reviewed and if needed, support will be offered to the family/ child. Knowing that this female was on the verge of being taken into care, I knew that social services would have already been heavily involved. These notices can go a long way in giving victims the support they require, and police involvement can only go so far before our partner organisations roles become much more distinctive and targeted. However, with eight out of ten local councils over spending on children's services, there is clearly a need for more to be done for those entering and already in the system (Local Government Association, 2021)

The only other things I could do at that initial call was to try and get the aunt and the girl to meet in the middle somewhere and discuss how they could learn to have trust in each other, by the victim sharing her log in details, and the aunt updating social services immediately with any concerns. I also had to speak with teams inside of Gwent Police in order to further protect this young girl. Where the girl had said she had met the one male, I have asked neighbourhood teams to make sure that area is patrolled more often, with the view of being prepared if they came across anyone fitting the description, and seeing her, to apprehend them.

If I was to attend a call similar in nature, I would go armed with prior knowledge of cases where things have gone badly for the victim. I would not do that with the aim of scaring them, but in order to inject a bit of reality, and to show that even when the username does not identify the person, there is still a real threat. (1563)

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Toolshero (2021) *Gibbs Reflective Cycle* by Graham Gibbs. Available at: [What is Gibbs Reflective Cycle? Explanation & blank template | toolshero](#)

UK Government (2021) *Urgent reforms to protect children in residential care from sexual exploitation* [Urgent reforms to protect children in residential care from sexual exploitation - GOV.UK \(www.gov.uk\)](#)

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Webwise (2020) *What is Snapchat?* [Explainer: What is Snapchat? - \(webwise.ie\)](#)

Task 6
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 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

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: _ R KING _ _ _ _ _ (Learner – electronic signature accepted.)

Date: _ 28/11/2021 _ _ _ _

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.