

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: JASMINE MORGAN

Learner's University Registration Number: 2245986

**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/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.

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	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

The first 6 months of being an attested Police Officer has been somewhat challenging. I felt a huge sense of pride the day of my attestation, but I knew that the times that would follow over the next few months would likely induce stress. Stress is defined as “a state of mental or emotional strain or tension resulting from adverse or demanding circumstances” (Oxford Dictionary, 2019). From my time in Police training, I knew that my future role as a Police Officer would place me in adverse situations, as noted in the definition, such as dealing with sudden deaths and people who are suffering from mental health issues. Recent studies have shown that 20%-40% of calls that officers attend is in relation to mental health (Kotecha and Golding, 2023). I also knew that it would be demanding by having to improvise during difficult situations whilst applying the policing principles I have been learning to situations. It became apparent, during training, that I would need to establish a coping mechanism for stress to ensure resilience in my new role. This essay focuses on how I developed this coping mechanism throughout Police training.

For me, dealing with workload stress is something that I have been used to whilst completing my studies within school and then later onto my degree. Over the years, the way in which I have managed stress has altered to suit several altering factors, including, age, other commitments, and different levels of challenges. Becoming an attested Police Officer and then having to learn a completely new job role, work a full-time job, albeit in training school, and revise in preparation for my two exams meant that the way in which I dealt with stress had to alter again. Understanding how to manage time effectively was an important foundation of managing stress and being resilient whilst in training as I found it challenging to manage my workload of going to work each day and then continuing to

revise and understand the new legislation and policing terminology, I had been taught that day. I decided to utilise Lakein's (1993) time management model and delegate my priorities by importance to help manage my time, before thinking of ways to combat stress. As such, my revision came paramount, closely followed by half-marathon training, social life and then finally online Spanish classes, in that order. Listing these commitments in order was useful to establish what I needed to help balance. Overtime, it was obvious I had to pause my Spanish classes to save time for revision and the time management model helped me decide this.

In addition, my time in Police training school also coincided with my training to run Cardiff Half Marathon in October 2023. This meant that I had to find a way to balance work, revision, running training and any other social activities or commitments. At this time, I was abiding by a strict training plan for my running that involved 4 set runs a week. Within the first few weeks of Police training, I found managing my running training plan alongside work very difficult. I admit to lacking motivation in relation to both running and revising for my exams. It was important for me to find a balance that suited my new lifestyle, as I was seemingly stressed about the half marathon but also my revision. As such, I decided that to be resilient, limiting pressure to find a balance was important and as per an article published in Perspectives in Public Health (2010) that I read, running and other physical activities can aid with stress resistance. As such, I decided to run every Sunday and then in the week whenever I found motivation or time to do so. As my first exam was getting closer, I noticed that I began to run more. At first, I thought this was to delay my revision starting time after work, however, I soon realised that running had become my stress-management coping mechanism. I did not put pressure on myself to run long distances, I ran for however long I wanted to but then would feel that my head was cleared in time to revise.

As the second exam approached, I decided that no running-plan was the best form of a plan and to run whenever I felt like I wanted to. This relieved the pressure of having to revise for my exams and to also train for my half marathon. This approach worked well for me, and I think that allowing for this change in plan to manage my stress is shown to have been successful as my second exam results in Police training school were predominately higher than my first. I think this reflects allowing my stress determining when I wanted to run. Establishing this was important for me as a study by Health and Safety Executive

(2000) found 20% of Police Officers to be either “very” or “extremely” stressed. I therefore needed to find an effective stress-management technique for going forward.

Through advice received from other colleagues and as researched online, I also attempted to manage stress and ensure resilience using Mindfulness Based Stress Reduction (MBSR). This involved trialling mindfulness each day for 20 minutes as a process to relieve stress and calm the mind. MBSR has been proven to reduce stress, anxiety and depression and I therefore thought that it would be useful to practice, however, for me, it did not work as effectively as running. I did think it was important to trial other methods, however, this emphasised the effectiveness of running for me.

As such, I found that running was an effective way to managing my stress throughout my first 6 months of being an attested Police Officer. Not only did it feel like I was accomplishing something, which was training for my half marathon, I also had time to disengage from revision and the challenges brought forward by work. Finding this useful method of stress relief is something that I am to take forward into my time on response. Although the shift patterns change, I can only imagine that the challenges will intensify, and I am relieved to have found a stress management technique that works for me before entering the next step in my career.

1043 words

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

Cambridge Dictionary defines conflict as being “an active disagreement between people with opposing opinions or principles” (Cambridge Dictionary, 2023) and as such, conflict can be illustrated by both a verbal or physical disagreement. This essay will explore the way in which conflict can be portrayed in a policing incident, namely an incident I attended during my time as a response officer. The essay will also pay close attention to elements for consideration such as, communication barriers and the legislative context that must be applied to situations. The essay emphasises that *conflict* can take many forms and I will reflect upon my response to the conflict I had faced during my time on response using Gibbs Reflective Model (Gibbs, 1988).

I attended a call in relation to an incident that had been captured on the local CCTV cameras of the town that I was a response officer in. The control room passed the description for a male and indicated that he had been seen to have assaulted a dog on the high street of the town. From the description, it was suspected that the dog was dead due to the way in which the male was carrying the dog after the assault and the male, who was now considered by police as a suspect, had a distinctive limp and was wearing a blue baseball cap. From our knowledge, we were aware of a local male who has a limp and will regularly wear a baseball cap. The male’s home address was also close to the high street, and whilst applying the National Decision-Making Model to the incident and assessing the threat and risk, myself

and my tutor attended the home address of the suspected male and other officers patrolled the local area in search of him. Upon attending the address of the male, we were met by him carrying the dog in his arms into his home address. As such, I arrested the male on suspicion of causing a protected animal to endure unnecessary suffering to which the male became aggravated and tried to attack both myself and my colleague to which we had to restrain the male. I did this by assisting my tutor in handcuffing the male to the rear, as this is force policy whilst holding his shoulder in a “C-Clamp” position that I was taught to use in Officer Safety Training. Consequently, incident illustrates how important CCTV can be in relation to an incident and finding a suspect. A study completed by Morgan found that in 2019 “24.8 percent of matters where footage was requested were solved by police” (Morgan, 2019). This figure signifies that CCTV footage can be imperative to a policing incident, namely the one I have referenced above. The CCTV camera in the local area witnesses’ conflict, in the form of violence at the time of the incident. Despite the camera not allowing officers to respond in time to save the dog, it allowed us to respond as quickly as possible and arrest the suspect before any evidence of the dog was disposed of and before any further harm was caused to another or another animal. It also allowed for us to anticipate the level of conflict we would be subject to when attending at the male’s address as the level of his violence was also passed over the air to us as a result of the CCTV footage. As such, the CCTV assisted us in relation to a conflict incident in a number of ways.

It was important to consider the social context of this incident, namely as the incident took place on the high street of the local town at approximately 16:00hrs in the afternoon. This meant that the high street was very busy, and it coincided with local schools finishing at this time, meaning that there would be numerous people who would have witnessed this incident. Unlike in a normal context, we were concerned for anybody who witnessed the incident due to the mental effects this could have on them, as opposed to them providing us with evidential statements. This was because we had configured as much evidence as required for the suspect to be charged, namely through the CCTV footage and locating the suspect with the injured dog in his arms. It was important for us to reach out to those effected by the incident, to offer support and clarity on the violent conflict they had witnessed. An article written for Nature Watch Foundation signifies of the 43 main police websites in England and Wales, none offered any advice or support to those affected by animal abuse. This confirmed that it would be important for those who witnessed the assault to be provided with guidance of where to find support and advice. The article written for Nature Watch Foundation also signifies that crimes committed against animals that have

been witnessed by children in Ukraine would result in the offender servicing longer in prison, again highlighting just how pertinent this incident would be in a social context.

In relation to the legislative context of the conflict suffered to the dog and witnessed by civilians in the street, it was the first time myself and even my tutor had come across an offence like this. Both of us were well equipped when dealing with assaults against a person, namely that of common assault, actual bodily harm and other similar offences. However, arresting someone in relation to an assault against an animal required legislative research before, during and after the incident. The suspect was arrested on suspicion of causing a protected animal to endure unnecessary suffering, as noted above. Upon completing research, I found that this is an offence under The Animal Welfare Act 2006 and a dog is considered to be a protected animal, under section 2 of the Act (Animal Welfare Act, 2006). In relation to the offence committed, it was important to signify that the conflict that suffering that the dog endured as a result of the conflict imposed by the suspect would be unnecessary, and that the responsible person of the dog would know it to be unnecessary. The extent of injuries sustained to the dog as a result of the conflict, and the level of evidence from the CCTV which captured the way in which the injuries were sustained, made it easy for the Crown Prosecution Service to deem the suffering to be unnecessary. Upon reflecting on my research of crimes committed against animals, the Animal Welfare Act 2006, in my opinion, is informative and clear in terms of its legislation and I found it accessible to navigate my way around the terminology and legislation as a result.

In relation to this incident, I had to identify useful and tactical communication skills in order to tell the owner of the dog what had happened. The owner of the dog killed by the suspect, as in fact the partner of the suspect. This meant that the incident was also Domestic Violence related, and it is Force Policy to take positive action at all times during a domestic related incident. As such, it was important to note that the motive behind the assault could have been domestic abuse, and the partner of the suspect was already a high risk repeat domestic victim of the suspect. As such, it was imperative to communicate with the victim in a way that would adhere to the domestic situation she was in. As an officer, I had interacted with the victim numerous times over domestic related incidents and knew that the victim was Spanish. She had a good level of English, however, would sometimes struggle to fully understand legislation, and information about the prosecution process in English. As such, I decided it would be beneficial to book an interpreter to disclose to the victim the nature of

the offence to ensure she would be fully understanding of what had happen, and what will happen. It was important to do this, specifically in relation to the Victims Code of Practice, to ensure she would be fully aware of her rights as a victim and so that no language barriers would affect her understanding of a difficult disclosure.

In order to reflect upon this incident I will utilise my knowledge of Gibbs Reflective Model (Gibbs, 1988) to analyse and reflect on my decisions during the incident.

The situation:

The situation was that an incident was captured over CCTV of a male assaulting a dog and causing the dog to sustain serious injuries.

Feelings and thinking:

At the time it was imperative to use prior knowledge to identify the suspect with the descriptions passed over the air. It was also important to be aware of the conflict element of the incident, as the male was able to injure an animal, it would be likely he would react to police with conflict.

Good and bad about the situation:

The positive element of the incident was that we were able to locate the subject due to extensive policing knowledge of the area and active criminals in the area. A negative of the situation was that it was just myself and my tutor attending at an incident whereby conflict was likely to arise.

What can be made of the situation:

The incident was ultimately a conflict situation whereby a protected species was killed in a public place, and a criminal offence was therefore committed.

What else could you have done:

In relation to what more could have been done during the incident I have outlined, and in reference to Gibbs' Reflective Model, I think that there could have been more attention paid to the witnesses that witnessed the conflict of the suspect attacking the dog. It was impossible for us to identify them through CCTV, however, a social media post on South Wales Police Facebook, asking for witnesses to come forward may have been beneficial. Usually we do something like this in order to gain evidence, and as this was not something

we needed for this case, it was potentially a missed opportunity to provide support to those witnesses. As per the Victims Code of Practice, Right 4 entitles victims and witnesses to be provided with access to support and advice, and upon reflection this right could have been more appropriately adhered to for witnesses.

Action plan for next time:

In a similar incident, it may be beneficial for South Wales Police to adopt a positive action plan for those who witness animal cruelty or are subject to the effects of animal cruelty in order to provide them with support. Although crimes like this incident I attended are less common in comparison to a domestic abuse incident, for example, it does not mean that those involved are less affected. Ultimately, this conflict was a criminal offence.

In conclusion, this incident has illustrated to me that conflict does not always have to refer to a large fight with injuries suffered amongst a number of people. Instead, this incident has depicted that conflict takes numerous forms, and regardless can have an impact on both victims and witnesses. For me, application and use of the NDM is important to every incident as it sets out my policing route for an incident. However, as per this incident, it is clear to note that the NDM is not a substantive approach and therefore can be altered. In policing, tactical communications with both victims and suspects is imperative, namely towards the victim in this incident whose first language wasn't English. It was important for me to reflect on this incident, as it did not just have two people involved, such as a victim and suspect. Instead, it had numerous witnesses who as per the Victims Code, are entitled to support should they require some. Going forward, providing support to victims and witnesses subjected to animal cruelty is something for the force to consider. But for me, this incident was important as it is, thankfully, not a common crime in the area that I police, and has therefore allowed to me experience new legislation and apply it to the policing principles I have already adopted such as the NDM and positive action. It allowed me to pay close attention to how an incident can have both social and legislative context, namely for the witnesses who saw the attack, and to consider this in future investigations too.

Word count: 2060

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

Critically explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as legislation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system during the **investigative process**.

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

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

ANSWER:

The Victim's Code of Practice is a statutory code that was renewed in 2021 in Wales and England, with the aim of providing a foundation for the level of service that a victim of crime should receive from the criminal justice system, namely the Police Force. The Code depicts what each criminal justice agency must do for victims and the timeframe in which they must do it (Victim Support, 2023), and this is illustrated under 12 rights to adhere to. As such, this essay will reflect on a time in which I applied the Victims Code of Practice to a Policing incident I attended, as well as outlining my consideration for other important elements in relation to supporting a victim such as legislative and social issues that must be considered. I will also evaluate the way in which I adhered to the core policing principles adopted by South Wales Police (College of Policing, 2014) to support the victim of this incident, by using Borton's Development Framework (Borton, 1970) to do this.

The incident I attended was in relation to a common assault that took place between two first cousins, which is defined under section 63(1) of the Act (Family Law Act 1996) as satisfying the conditions of two people being considered a "relative" in law. As such the incident that took place between the victim and the suspect would be considered a domestically violent related incident. It was reported to the police by the victim that she was assaulted one evening at a local Public House, by her cousin, the subject.

Right 1 of the Victims Code of Practice states that the victim has the right to understand, and to be understood. In this instance, my victim disclosed to me that she suffered from dyslexia. As such, I decided that updates should only be provided to the victim via the phone or in person to ensure she understood the information I would be providing her with. Although this solution satisfied the first right of the Victims Code, on reflection it was difficult to ensure I had the time to update my victim of the incident as regularly as I wanted as out phone calls would often be lengthy, where as normally, an update via text or email would suffice a victim of this nature. For me, it was important to ensure that regardless of the extra time in which my updates to this victim too, I would continue to ensure she would be updated as Domestic Violence related offences are deemed high priority in South Wales Police. As such, updating my victim in a way she would understand was important as 70% of people said that they were kept informed of progress of their case (College of Policing, 2021) and maintaining this figure was sought after for me.

Right 2 of the Victims Code illustrates that a victim has the right to have details of the crime recorded without unjustified delay (College of Policing, 2021). This includes providing assistance when taking a victim statement. As such, I did take a statement from the victim and therefore, it was important for me to be transparent with her that by providing a statement, she may have to attend court in relation to her complaint. From previous experience, I was aware that this information can often be daunting, with one in four victims withdrawing their support in prosecution due to lack of confidence in our justice system (Victims Commissioner, 2020). In this instance, my victim was more than happy to attend court and had no concerns in relation to this. However, if I were to attend a similar incident to this again whereby the victim would be worried about providing a statement and attending court, I would consider the Special Measures (Crown Prosecution Service, 2023) that victims are entitled to. These measures include the removal of wigs and gowns for children attending court or those with additional learning needs (Youth Justice and Criminal Evidence Act 1999, S 26) and video-recorded interview (Youth Justice and Criminal Evidence Act 1999, S 27) which is often given to victims of crimes such as sexual offences whereby they cannot face the suspect.

In order to comply with Right 4 of the Code, which is to refer victims to the victim support services I firstly completed a Public Protection Notice (PPN), as per South Wales Police policy with the victims consent, meaning she would receive aid from social services and

other similar agencies if she required it. In this instance, the victim did not want a Victim Focus Referral, which acts as a similar aid as PPN as she did not want to overcomplicate the process and receive too many communications from different agencies. I assured the victim this was totally her choice. As well as this, I provided the victim with a Live Fear Free help card as a point of contact if she felt she urgently needed one. Live fear free are a charity in Wales who work specifically for domestic violence victims, and therefore, this was relevant for this victim.

As per Right 6, my victim was entitled to be provided with updates in relation to the case. Therefore, I would regularly contact her to ensure she felt as though she knew what was taking place. As such, I ensured contact with her took place once the suspect was arrested, after his interview, when I had obtained the CCTV from the pub in which it happened. This allowed for my victim to feel up to date and assured that we were acting upon her complaint.

Importantly to being a Police Officer, Right 7 of the code ensures that victims have the opportunity to complete a Victim Personal Statement (VPS). A VPS is a further statement which doesn't explain the incident itself, instead it explains the impact an incident has had on a victim, and ultimately its affect on the victim's life (College of Policing, 2013). These can often be impactful in court, and therefore my victim agreed to provide a VPS and in said VPS, she highlighted the effects the incident has had on her extended family as the victim and suspect are first cousins. It also highlighted how she doesn't attend her local pub as a result, and also feels fearful of leaving the house and seeing the suspect. It is important, as per the Victims Code, to ensure the victim is offered all of their entitlements, with a VPS being an important right.

Ultimately, Right 12 allows for the victim to make a complaint if they do not feel their rights have been upheld. This is something I always inform my victim of, especially if the case has no further action, whereby there is no prosecution against the suspect. This is because it is their right to have their rights upheld by us as officers. Fortunately in this case, my victim was very appreciative of mine and my colleagues work. Upon reflection, the rapport that I built with the victim via numerous updates and showing obvious signs of case progression aided this Right, as the victim was satisfied with our work.

Rights 3, 5, 8, 9, 10 and 11 did not apply to myself as a response police officer in relation to this incident, as such, I cannot reflect on my use of these rights. However, if they were

applicable to my role in this incident, I would ensure that I adhered to the rights set out in order to support my victim as best as possible.

It is important to note that whilst adhering to the Victims Code, an officer must involve the Code of Ethics (College of Policing, 2024) into their practice. The Code of Ethics sets out principles for an officer to adhere to when providing victim contact, including that of respect and empathy and providing good public service. Specifically to this case, as a domestic issue, it is always important to consider empathy in victim contact, as domestic abuse is a very serious crime. As such, I ensured to be empathic and considerate with my victim at all times, such as attending her address as opposed to her coming to the station to provide statement, namely as she told us that she struggles to leave the house after the incident.

In relation to legislative issues, I completed some research into South Wales Police approach to domestic violence cases. Within my research I had identified a new intervention that had recently been introduced in relation to Domestic Violence and Abuse incidents. The CARA model, which stands for Cautioning and Relationship Abuse allows for a conditional caution to be given to a perpetrator with the aim of helping to manage their behaviour in a domestic abuse situation (Project CARA, 2023). The idea behind CARA is for it to be used on initial domestic incidents with the aim of decreasing the likelihood of reoffending, providing safeguarding and incentive for both victims and offenders. Having done my research and discussed with numerous colleagues, I believed that the CARA intervention would be applicable in this instance. I explained the process and the idea behind the CARA intervention to the victim who thought that this was the best outcome for her report, as she did not want to see her cousin be harshly prosecuted but felt that for her safety, she had to report it. I found whilst investigating this incident that regular victim contact was useful to the investigation, and she was very much appreciative of this and this also satisfied updating the victim regularly, as per the Victims Code of Practice. I also found that researching this intervention was useful for me in the future as the Force regularly highlights taking positive action with domestic abuse incidents and it was good to do this research for any future domestic incidents I tackle.

Ultimately, adhering to the Victims Code of Practice is essential to ensure that a victim receives the highest standard of care when reporting an incident to the Police. For me, it was important to tackle each Right appropriate to police officers and ensure I upheld this for my victim. Whilst doing so, ensuring the Code of Ethics is complied with, by showing empathy to a victim, specifically of domestic abuse is highly important. Specifically in this

instance, researching legislative options was highly useful to ensure that as per the Victims Code, the victim received the most appropriate service and, in this instance, the CARA Intervention satisfied this. Providing regular updates, adhering to additional needs such as dyslexia and complying with legislation was effective with this case, and in the future I would adopt the same approach to a similar crime.

Word count: 1779

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess your role during a **police investigation** where you played a significant part with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review how this impacted upon your decision making and use of discretion within the **investigation**.

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

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

ANSWER:

This essay will outline a policing incident that I attended, whereby I applied the National Decision Making Model (NDM) (College of Policing, 2013) to the incident, whilst paying close attention to the Code of Ethics (College of Policing, 2024). I will outline and review my use of the NDM inline with the current legislation surrounding the CPIA, in relation to this specific policing incident I attended.

Being a Police Officer requires you to make decisions on a regular basis. As such, in South Wales Police we adhere to a policing model referred to as The NDM. This model adopts a strategy for officers to comply with when making decisions at every stage of policing, to ensure that the decisions we make are ethical, effective and appropriate. The model has the foundation of the Code of Ethics, which is a 2024 non-statutory code outlining 9 qualities that officers must portray when policing. These qualities include the likes of honesty, fairness and respect. As such, the NDM encourages officers to gather information and intelligence of an incident, to then assess the threat and risk of the incident in order to develop a working strategy. The model then ensures officers considers powers and policies they can use to identify 5theit options on how to act, with a final step of actioning them and then reviewing the decisions they have made. Naturally, during my time as a Police Officer,

I have applied the NDM whilst paying close attention to the Code of Ethics to all situations I have attended. In this essay I will evaluate my application of it in relation to an incident I assisted with whereby a female was detained in custody in relation to being arrested previously for a robbery.

I will review my application of the NDM via Borton's Development Framework (Borton, 1970). Therefore, I will begin by illustrating the incident and the application of my NDM and adherence to the Code of Ethics.

I recently assisted two male officers who had attended at custody with a female who had been detained in relation to a robbery offence. The female, after being arrested, had become extremely volatile towards the two male officers who were set to be in the custody holding cell for a considerable time due to unrelated issues in custody. As such, the male officers asked for a female officer assistance with the detained female.

When on route to attend at custody with the female, I naturally began to apply that of the NDM by gathering information and intelligence around the detained female. I did this by utilising the Police National Computer (PNC) that shows officers warning markers on people, as well as information surrounding their previous offences. From this I could see that the detained female had previously assaulted officers whilst being detained for previous offences. Along with this, and the fact that she was detained for committing the offence of robbery, I was aware that there would then be numerous threats and risks to my attendance as a result. This is because, under section 8 of The Theft Act 1968, in order for a person to have committed a robbery they must have used force or attempted to put someone in fear force would be used (Theft Act 1968, s 8), therefore, illustrating her to be violent.

As such, I identified the potential risks to this female being that if she wasn't handcuffed at the time of my attendance there is a likelihood for her to become violent and therefore, when approaching I would consider my Code of Ethics and approach in a respectful manner, in order to assess the situation.

I was aware upon my attendance that the power of arrest as per PACE (Police and Criminal Evidence Act 1984, s 24) had already been utilised by the officers. This then meant that I would be able to use reasonable force in order to assist with the detention of the female if required (Police and Criminal Evidence Act 1984, s 117) therefore meaning that I would

have the power to handcuff the female should her behaviour require me to do so. These would then be my options if I needed to utilise them, however I wanted to take the approach of befriending the female upon my attendance in order for our time spent in the custody holding cell to be as amicable as possible. In his work, Williamson emphasises this as “Rapport-building approach will yield the best results...to develop a common understanding and respect” (Williamson, 2006). I also had Code C of PACE at the forefront of my mind. This is because Code C of PACE is the statutory framework for the custodial care of a detained person in custody, and as such, the female would essentially be in custody at the time of my assistance.

As such, upon my attendance I entered the holding cell aware of my powers and the policies that I had to adhere to, as well as the threats the female would pose. I entered with respect and selflessness, as per the Code of Ethics. I also paid attention to the Betari’s Box Model, which signifies that human attitude and behaviour are linked to each other (Patty Mulder, 2023). This theory suggests that your behaviour and attitude will often be reciprocated by the receiving person and two negative attitudes will influence each other (Wellbeing Articles, 2022). Therefore, I entered custody with a calm and conversational presence, with the hope that this would be reciprocated by the female.

As per Borton’s Model, the ‘so what?’ of the model reflects how I combined all of the steps of the NDM into my actions, therefore I note that when I attended, the female was clearly irate and agitated, and at the presence of an additional officer such as myself, she began to become violent and resistant towards officers as she was under the impression I had come, as a female officer, to conduct a strip search of her. As such, it was evident I needed to apply the powers I had already considered, and I therefore handcuffed the female to the rear. Upon gaining control, the female’s behaviour dropped a few levels for us to begin a conversation whereby I explained that she would likely be in the custody holding cell for another hour and that I would get her water, as requested. Eventually the Betari Box Model was successful, and her attitude matched mine. This allowed me to build a rapport with the female whereby she became less hostile towards officers, and we were therefore able to conduct further elements of the investigation such as clothes seizures and swab taking with little resistance and difficulty.

In relation to the ‘now what?’ idea behind Borton’s model, I believe the NDM to be a successful model as an aid to decision making at policing incidents. I can see that the

application of the model allowed me to firstly have consideration for the Code of Ethics in relation to my approach towards the female. I was then able to assess, apply powers and act as a result of the model without breaching any provisions outlined in the CPIA, namely because I had paid close attention to the powers I had and policies I needed to adhere to.

The overall application of the NDM in this incident was successful as I was able to gain control and build a rapport with the female. However, the final element of the NDM encourages review. Upon reviewing this incident, if I were to attend a similar incident again I would potentially enter the situation with a more authoritative nature. Adhering to the Code of Ethics is definitely important, and respect should always be provided despite whether you are dealing with an offender or a victim, but I note that if I had attended with authority and provided an explanation as to my attendance to the female, she may have not acted in such a volatile way. This incident has also outlined that the Betari Box Model is effective, however, it is more so effective once the officer has gained control of a situation. The model was successful when I had handcuffed the female, therefore, our officer powers may assist with the Betari Box Model. As such, going forward I would consider the use of more than one power or technique at the start. I was aware of all of the options I had, but I have since learnt that I can pick more than one option at a time in order to effectively apply to NDM and to deal with a situation.

Upon the reflection of my attendance at this incident, it was only until after attending the incident and writing up an update on the occurrence on our police system NICHE, as per South Wales Police Policy that I realised that I had not considered the CPIA (1996) and its legislative provisions when utilising my NDM prior to attendance. I had taken a 'face-value' approach to my NDM application, and had only considered obvious policies, such as use of force policies, for example. As such, upon reflection, consideration for the CPIA (1996) was integral to my attendance at this incident.

The CPIA is a legislative act of parliament that outlines how police officers are to use material found during an investigation, namely focussing on that of disclosure (House of Lords Library, 2020). The legislation has been introduced in order to avoid any future miscarriages of justice, and my attendance at this incident outlined that the act should be at the forefront of my mind prior to attending all incidents. During this incident the female disclosed to me whilst I had taken her to the toilet that there are messages on her phone that show her boyfriend (also an accomplice in the robbery) to have threatened her to help

him with the robbery. I told the female I could not discuss matters of the offence which her, which was true, however, as per the CPIA, I should have disclosed this in a statement after my assistance at the incident to ensure that during interview she is asked about this, incise she did not bring it up herself. This is because as per the CPIA, even undermining material and evidence must be disclosed to prosecutors as it should all be considered in the investigation. Therefore, going forward as an officer, I will include all disclosed information in disclosure statements and act upon it, regardless of whether it may be considered as undermining.

Consequently, the NDM is hugely important to Police Officers in relation to their investigative decision making. The model sets-out a plan to be followed in order for the investigation to be carried out, whilst adhering to appropriate powers and policies and allowing the officer to reflect on their decision making as such. From this incident, it is clear the NDM is a useful tool in order to assist an officer at an incident. I note that the CPIA is a legislative provision that is also hugely important, namely due to its focus on disclosure. As such, I would consider the CPIA to always be a policy to consider during the use of the NDM in order to ensure all evidence is used in the investigation, as every case should be fact specific (Crown Prosecution Service, 2018).

Word Count: 1887

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

Animal abuse in England and Wales – where do you go to for help? Available at: <https://naturewatch.org/animal-abuse-in-england-and-wales-where-do-you-go-to-for-help/> (Accessed: 22 January 2024).

Borton, T. (1970) *Reach, Touch and Teach*, London, Hutchinson

Cambridge Advanced Learners Dictionary (2023) In: Cambridge Dictionary. Conflict. Accessed on 22 January 2024.

Criminal Procedure and Investigations Act 1996

College of Policing Limited (2014), *Code of Ethics* [Online]. Available at: Code of Ethics 2014 (publishing.service.gov.uk) (Accessed 21 December 2023)

College of Policing Limited (2021), Victims Code for Policing. Available at: Victims Code for Policing 2021 (Code of Ethics 2014 (publishing.service.gov.uk) (Accessed 19 January 2024)

Disclosure - A guide to 'Reasonable lines of enquiry' and communications evidence (no date) *Disclosure - A guide to 'reasonable lines of enquiry' and communications evidence* | *The Crown Prosecution Service*. Available at: <https://www.cps.gov.uk/legal-guidance/disclosure-guide-reasonable-lines-enquiry-and-communications-evidence> (Accessed: 05 February 2024).

Family Law Act 1996. 63(1)

Gibbs, G. (1988) *Learning by doing: A guide to teaching and learning methods*. London: Further Education Unit

Grossman, P. et al. (2003) 'Mindfulness-based stress reduction and health benefits: A meta-analysis', *Focus on Alternative and Complementary Therapies*, 8(4), pp. 500–500. doi:10.1111/j.2042-7166.2003.tb04008.x.

Health & Safety Executive (HSE). The Scale of Occupational Stress. The Bristol Stress and Health at Work Study, Contract Research Report 265/2000:212-218. HSE, 2000

Kotecha, S and Golding, C (2023), 'Increase in mental health callouts received by police over past five years', BBC News, Available at: Increase in mental health callouts received by police over past five years - BBC News, Accessed: 17 December 2023

Lakein, A. (1993) *How to get control of your time and your life by Alan Lakein*. Aldershot, Hants: Gower.

Live fear free helpline (no date) GOV.WALES. Available at: <https://www.gov.wales/live-fear-free> (Accessed: 01 February 2024).

Ministry of Justice (2023), Code of Practice for Victims of Crime in England and Wales [Online]. Available at: Code of Practice for Victims of Crime in England and Wales (Victims' Code) - GOV.UK (www.gov.uk). (Accessed 1 January 2024)

Morgan, A. and Dowling, C. (2019) *Does CCTV help police solve crime?* [Preprint].

Mulder, P. (2023) *Betari Box Model explained*, Toolshero. Available at: <https://www.toolshero.com/communication-methods/betari-box-theory/> (Accessed: 04 February 2024).

National decision model (no date) College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed: 04 February 2024).

OB/GYN: *Project cara* (no date) MAHEC. Available at: <https://mahec.net/obgyn/project-cara> (Accessed: 10 December 2023).

One in four cases, victims withdraw support for prosecution (2021) Victims Commissioner. Available at: <https://victimscommissioner.org.uk/news/one-in-four-cases-victims-withdraw-support-for-prosecution/> (Accessed: 02 February 2024).

Oxford Languages (2019), In: Oxford English Dictionaries. Stress. (Accessed on 29 December 2023)

Police and Criminal Evidence Act 1984

Police and Criminal Evidence Act 1984

Police and Criminal Evidence Act 1984. 117

Police and Criminal Evidence Act 1984. CODE C

Project cara: Cautioning and relationship abuse (no date) *Project CARA: Cautioning And Relationship Abuse – Hampton Trust*. Available at: <https://hamptontrust.org.uk/program/cara/> (Accessed: 10 December 2023).

Shipway, R. and Holloway, I. (2010) 'Running free: Embracing a healthy lifestyle through distance running', *Perspectives in Public Health*, 130(6), pp. 270–276. doi:10.1177/1757913910379191.

Special measures (no date) *Special Measures | The Crown Prosecution Service*. Available at: <https://www.cps.gov.uk/legal-guidance/special-measures> (Accessed: 02 February 2024).

The betari box model - wellbeing articles (2022) *Revolution Learning and Development Ltd*. Available at: <https://www.revolutionlearning.co.uk/article/the-betari-box-model/> (Accessed: 6 December 2023)

The criminal procedure and investigations act 1996 (code of practice, 2020) Available at: <https://lordslibrary.parliament.uk/the-criminal-procedure-and-investigations-act-1996-code-of-practice-order-2020/> (Accessed: 03 February 2024).

Theft Act 1968. 8

Victims' code (2023) *Victim Support*. Available at: <https://www.victimsupport.org.uk/help-and-support/your-rights/victims-code/> (Accessed: 02 February 2024).

Williamson, T. (2015) *Investigative interviewing: Rights, research and regulation*. Cullompton: Willan.

Youth Justice and Criminal Evidence Act 1999. 26

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: J MORGAN

Date: 05/02/2024