

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

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.

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

ANSWER:

The aim of this essay to discuss and compare the coping strategies I have applied in order to minimise stress and develop my resilience during my initial 6 months of training and being attested as a Police Constable.

Throughout the 6 months of initial training there was a great deal of information to absorb and retain in terms of policing practices and legislation. In addition, our knowledge and understanding of legal processes and the role of the police were assessed by means of assessments (exam based and practical) designed to maximise our learning and provide all valuable realistic opportunities for us to demonstrate our understanding of modern policing and our role as constables.

As such the initial 6 months of training along with being attested as a Police Constable were at times, very stressful. According to Fink (2016) "stress is a condition where an individual is aroused and made to feel anxious due to an uncontrollable aversive" (George Fink, 2016). Stress is our bodies response to pressure and there are many different times and situations that can cause stress; however, it is well documented that we all deal with stress differently thus it has different meanings to different individuals (Fink,2016).

A new situation or experience, even if it is positive can be positioned as stressful. If one reflects back upon the initial 6 month period of learning and becoming a Police Constable, this could be viewed as a period of time whereby I had to either use the psychological stress responses for example, anxiety where I questioned if I would be up to the job; irritability and tiredness from trying to juggle a new stressful career with more learning to 'push through' or to 'give up'. I did not want to give up, so I knew early on that I would need to utilise and draw upon existing and even some new coping strategies so that I could adapt positively to my new career choice.

Within the field of Psychology, resilience is defined as the ability to overcome adversity or challenges and recover, grow and learn from experience (MIND,2020). In addition, it is argued that while building your resilience, you can better maintain your mental wellbeing when things get difficult. Resilience involves 'bouncing back' from a difficult or stressful situation or event and this can also result in personal growth (MIND,2020).

As Masten (2001) explains there can be "good outcomes in spite of serious threats to adaptation or development" (Masten, 2001, p. 228, quoted in Yeager & Dweck, 2012).

During the initial 6 months there has been a lot of things to learn and memorise from legislation and for exams and being able to apply this legislation in practical scenarios, officer safety training techniques and procedure. In addition, the world was going through (continuing to go through) a worldwide pandemic, which on a micro level, resulted in all studying to take place at home as we received all of lectures/seminars over Microsoft teams on a regular basis, from the training staff. Having successfully engaged and completed an undergraduate degree previously, I had developed various coping mechanisms that allowed me to work through and deal with times of stress. Such coping strategies have made me resilient and I drew upon and did my best to implement these during these initial 6 months. The following paragraphs will illustrate three strategies I employ when feeling stressed. These are exercise, healthy sleep patterns and organisation.

I have always been physically active; and my interest and enjoyment in exercise led me to engaging and completing a Sport and Exercise Degree. Apart from the obvious health benefits of physical activity, exercise allows me to deal with periods of stress and has allowed me to build resilience within myself. In a study conducted by Heinzelmann and Bagley (1970) on physical activity and its effects on health behaviour, findings suggested that physical activity gave participants along with many other benefits, a “greater ability to deal with stress and tension” (Heinzelmann and Bagley, 1970).

For me, being physically active has helped me manage stress by allowing me to focus on something other than the challenge, task or event that may be causing me stress. Working out, in whatever capacity, allows me to remove myself, centre and come back to the challenge with a refreshed view of the situation.

MAYO Clinic Staff (2020) reinforce how physical activity can provide stress relief for your body. It is suggested that physical activity can also reduce stress while “imitating the effects of stress, such as the fight or flight response, helping your body and its systems work through those effects” (MAYO Clinic Staff, 2020). The foregoing confirms to me that physical activity assists in the building of resilience alongside minimising stress.

During the initial 6 months of training I tried to exercise at least 5 times a week. This routine was especially important if there was an exam or practical assessment coming up. Exercising, for periods of time and then coming back to for example a time of revision, reduced my stress levels immensely, and also allowed me to stay focused when it came to the task of revising the information I needed for an exam or a practical assessment.

Physical activity is also key, when it comes to dealing with the physical outcomes of stress such as fatigue, low mood and headaches. In the initial 6 months of learning and since being attested as a Police Constable, I often experienced fatigue and headaches. I believe this was impacted by the mode of teaching we experienced as a result of Covid. Many studies espouse the physical benefits of physical activity and how it increases the amount of endorphins released into your body. The American Institute of stress (2018) discusses how Endorphins that are released into the body from engaging in physical activity lift your mood as well as minimises stress but also improves the quality of sleep you get, this leads me onto my next coping strategy to minimise stress and develop my resilience.

Good quality sleep and ensuring that I get enough sleep is my second coping strategy and one that I have adopted over a number of years, SleepScore Labs (2021) explain how “Sleep is a powerful stress reducer”.

However in the initial 6 months of this role, at times, getting a good night sleep was difficult, particularly in more stressful times where perhaps an upcoming exam or practical assessment would often be on my mind.

If I was particularly stressed, I would adopt breathing/relaxation techniques which would assist me to switch off in the evening and fall asleep without issue. Depending on how long

I slept during the night and the quality of the sleep, had a clear effect on how I felt the next day. SleepScore Labs (2021) confirms that 'a lack of sleep has the ability to reduce your energy and reduce mental clarity'. A lack of sleep meant I would still be stressed which would lead to a low quality of performance whether it be academically or practically. Sleep strategies I developed, consisted of establishing a sleep routine. I would endeavour to go to bed at the same time each evening. I would also add relaxation to my sleep routine, for example, listening to calm music or concentrating on my breathing.

The final strategy utilised during my 6 months initial training was being organised. MyHealthFinder (2021) discusses how you are able to reduce stress or even prevent it by "Planning ahead, deciding what task to do first, preparing for stressful events" (MyHealthFinder, 2021). Furthermore, MyHealthFinder (2021) explains how 'feeling in control of a situation and being prepared may assist in reducing stress'. During my 6 months of training I would set goals and develop a plan for revision. Coming closer to exam time I would have a list I would tick off different subjects I had revised, but also subjects I was confident with. Development of this revision plan allowed me a clear vision of what I needed to learn for the exam but also a structure to when I would revise a given subject. Due to the amount of information that was required to be learnt, this allowed me to feel in control of the situation, thus reducing my stress levels during this time, as mentioned above in MyHealthFinder (2021).

The coping strategies above have had a profound impact on minimising my stress levels since embarking on my new career as a PC. It is difficult to compare the strategies as all have contributed to me dealing with a new career, another learning experience and both taking place in the most unprecedented of times cause by the pandemic. Being organised has allowed me to be productive; giving me more time to work on the task at hand. Yet exercise and sleep, I see as most valuable. We understand the connection of the two as exercise releases endorphins into the body which in turn increases your mood and also improves the quality of sleep (The American Institute of stress, 2018). Both exercise and quality sleep has minimised my stress during the first 6 months allowing me to demonstrate resilience within what could be considered a stressful time. However, being organised in terms of work load was also very beneficial to reducing my stress levels, however, These two coping strategies of exercise and sleep in comparison to being organised with the work required from the initial 6 months training were the two most effective for me when it came to minimising stress, by utilising these two effectively it was clear that it built my resilience also.

With a demanding workloads, and academic learning for Professional Policing, I am aware each strategy has helped me endure the initial 6 months and will continue to help. To conclude, I am resilient and the strategies I employ, will allow me to deal with the demands of the role I am in.

Word count - 1650

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.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within this essay I will discuss a policing incident which involved conflict in which I played a significant role with the victim. Throughout this essay I will reflect upon what happened during this incident.

It was a Saturday Night and myself and other officers were deployed in Newport town centre to conduct city safe. City safe is when officers conduct foot patrol around the city centre in order to be a visible presence in the city centre, The visible presence provides the hope that it will prevent or deter any offences taking place and provide the public with reassurance.

During the evening, outside one of the night clubs on Cambrian Road, a commotion was taking place. Myself and other officers attended the location to find that there was a female who was clearly in distress about the incident that was suspected to have happened with one of the nightclub door staff. The female explained to me and another officer that a member of door staff of the club had assaulted her by punching her in the face and then pushing her. There was a large group of people also present who appeared to be with the female and they were becoming increasingly more hostile towards the door staff and also starting to become hostile toward officers who were at the scene attempting to deal with the incident.

During this time, I started to have a conversation with the door staff, this was in order to get his version of events and to get more of an idea of what had happened. The door staff explained to me that the female was being 'kicked out' of the premises because she had apparently attempted to assault one of the door staff who in turn pushed the female away as she was being kicked out.

Officers on scene requested CCTV footage to establish a clearer picture of what had happened. In order to assist CCTV footage was required, we provided a rough time and location of when and where the alleged offence may have taken place. As this was happening and we were waiting to hear back regarding the CCTV findings, I continued with attempts to calm the female down. Both she and the group she was with were becoming more hostile towards the door staff who was suspected of committing the assault. The door staff was coming out of the club and speaking to the group which made the female and the group more and more volatile. I intervened and explained that the best thing the door staff could do was to stay inside the premises, or out of sight as his presence was not helping the situation, but rather, inflaming it.

At this point, there were males from the female's group, attempting to get back into the club and shouting at the door staff. I had to step in front of them and explain that they needed to stop the behaviour they were displaying. The Female who was emotional at this point was asking me what I was going to do about this situation, she was angry and shouting that we were not doing our jobs and did not care. I explained that this was not the case at all, I was apologetic that this had happened and I also made the female aware that the CCTV footage was being checked as we spoke and from this we could gain a clearer picture of the incident and what had happened.

After speaking with the female and showing her compassion and empathy she appeared to calm down. However, at this same time two males approached me in an extremely aggressive manner, saying that my colleagues and I were 'not doing our jobs' and we 'didn't care about what had happened'. I explained we were doing our jobs and at the time it was not clear what had happened as accounts from the female and the bouncer were different and we were reviewing CCTV. I assured the males that if we are able to determine what had happened then we would act accordingly.

After some time, we were told that the CCTV was not angled in the direction of the suspected assault. We made the female aware of this explaining that there was no CCTV footage of the incident. Throughout and once again, we checked whether the female needed medical assistance and she said that medical assistance was not required. In order to diffuse the hostility of the situation, we explained that it would be in the best interest of the female to go home and rest. She was clearly still upset and starting to become aggressive once again, so I explained that if she goes home to rest then we could revisit the situation in the morning if she were to call 101 we could discuss further. After our conversation the female eventually thanked me and explained she was just upset by it all and apologised for her behaviour. I explained there was no reason to apologise as we understood that she had been in a distressful situation. With that, the female began to walk away and the group also dispersed at this time and left the area.

When dealing with this incident I did take into consideration that this could be considered to be gender based violence, male on female violence. This aligns with the social context and social norms of our society and the expectations of appropriate behaviours. The group that the female was with at the time were also enraged by the fact a male allegedly assaulted her which fuelled a lot of their aggression towards the situation. This proved it difficult to

control the situation at times and this would also be down to the fact that the female and the group she was with were highly intoxicated.

In addition the female, who was intoxicated and becoming both physically and verbally aggressive was contravening section 5 of the public order act 1986 (Section 5 public order act, 1986) where she was using threatening and abusive words and her behaviour was disorderly.

In this section I will utilise Borton's Reflective tool (Edwards, & Darnell, 2021). This tool provides a template for reflective writing and will guide this section of the essay through reflective practice of the incident I am discussing.

On reflection of this incident, it was unclear what was happening at the time officers arrived at the scene. It was apparent that there was a lot of hostility between the door staff and the female and her friends who were involved in the incident. It was becoming more hostile as people became more aggressive and angrier with what had happened. When thinking about the options I had at the time, I thought I needed to speak with the female who was involved and try and figure out what had gone on and calm her down. I was successful in building a rapport with the female, I believe that this was down to the clear and open communication skills that I used. I kept the female updated about what we were doing with regards to establishing what had taken place, for example I explained that we were waiting for CCTV footage I was effective in using my verbal and non-verbal communication skills, such as: "Facial expressions, gestures and body language, keeping eye contact" (Segal et al, 2020). I also used my active listening, this allowed me to listen to what the female had to say, this was as per the conflict management guidelines from the College of Policing (2020).

Both the women and her group were demonstrating aggressive behaviours during the time we were in attendance. Therefore, I had to consider the possible outcomes/actions I had available; for example, potential arrest or possibility of needing to use force. I took into account that given the situation, where I was faced with intoxicated individuals who were already hostile, it would be better to avoid either of the two options and rely on my communication skills. This I felt was crucial in order to avoid any escalation in behaviour of the female or the group that she was with. I knew that without the CCTV footage we did not have the evidence that we needed in order to determine if an assault had taken place, awaiting a response from control room on whether we had this footage or not, was the final bit of information we needed which would influence our next steps.

Throughout this difficult incident that I played a major part in diffusing it. As such, I drew upon a number of relevant Policing Values. The Policing values are as follows: "Openness, integrity, accountability, fairness, leadership, respect, objectivity, selflessness and honesty" (Heddlu Gwent police, 2021). I understood that in order to diffuse this potentially volatile situation, I needed to be open and fair, listening to both sides of the event; be objective an example of this was asking for the CCTV footage to establish what had happened in an objective manner; be respectful, I treated the female with respect throughout the situation and at all times I was honest and transparent, for example , I explained the situation of the CCTV not picking up the incident, even though this had the potential to make the female angrier.

I felt that my negotiation skills were effective as the female was highly intoxicated, upset and angry and this was fuelling the aggression I was trying to speak with her in a calm manner and explain that if she does not calm down and let us deal with the situation then this could lead to her arrest if she continues to behave in the manner she was behaving. After multiple

attempts of my clear communication of the message, this did assist in calming her down and allowed us time to assess what had happened.

I showed the female sympathy towards the situation she was in and was respectful of how she was feeling. However, this was not without its challenges, due to the presence, hostility and aggression of the female's group. In addition, the female herself was extremely hostile, and her state was being fuelled by her group. Communication was difficult as I had to attempt a conversation with the female whilst also trying to calm those around her. Explaining to her, that without the CCTV footage our options at this time are limited, and it will only cause issues if she was to stay in the area. I actively listened any time she was talking to me and made it clear that we were there to assist anyway that we could.

When reflecting back on this incident, there was times where I believed that force would have to be used if the situation escalated further. With the intoxication of parties involved, the potential suspect coming out of the club and antagonising the group that the female was with, these were all factors which made me believe that things would become violent and force would have to be used in order to avoid that.

During the incident, I was not required to use any force. I feel that this was down to my effective communication skills as discussed above. Use of force was not required at the time as it was clear the female was angry but appeared to be more upset by the situation rather than I direct threat to myself or others.

Mind Tools (2021) explains that Betari's box is a model which shows the effects that my mood can have on my attitude which can then have an effect on the mood and attitude of the person I'm dealing with. For example, if I was in a bad mood this could affect my attitude, my attitude then effects the mood of the person I'm dealing with, which in turn effects there attitude towards me. During an incident like the one discussed in this essay, if my mood effected my attitude and then effected the females mood/attitude I do not feel that this situation would of ended in a calm manner, I believe it would of escalated to a volatile point and would of put officers in a position where a use of force would be necessary and arrests would need to be made.

Through the period of dealing with this incident, upon reflection I effectively utilised Betari's box theory (Mind Tools, 2021). I approached the incident with an open mind and my mood was not effected nor was my attitude. My thought process whilst responding was that there are multiple factors that could escalate this situation i.e. Alcohol, suspected violence that had happened. My priority was to safeguard those involved while we gathered information about what had happened. As my mood was positive which caused my attitude to the situation to be shown as positive it was clear this effected the way the female was responding to me, there was difficulties throughout as its been discussed but the end result meant that there was a calm resolution.

I believe that this policing incident had the potential to escalate. I also believe that the actions of myself illustrated above and the actions of my colleagues de-escalated the situation. On reflection, the fact that force was not required, and all parties dispersed the area was due to the clear communication used throughout and the fact that throughout the incident Policing values were utilised. Policing Values are traits that a police officer must show the members of the public they come into contact with. The Policing values are as follows: "Openness, integrity, accountability, fairness, leadership, respect, objectivity, selflessness and honesty" (Heddlu Gwent police, 2021).

To conclude, my reflection above illustrates my understanding and application of core principles and relevant Code of Practice considerations when dealing with this difficult

incident. By adhering to what I have learned so far and employing Policing Values I played a major role in resolving the situation and treating those involved with respect.

Word Count - 2324

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

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

During this essay I shall reflect on a recent policing incident where I had to conduct investigations and manage an offender throughout dealing with the policing incident.

The force Control room asked a colleague and I to attend a call where a male had been detained by security staff in Sainsburys, Friars walk. The call was that a male had entered the store and had taken a bottle of a wine and left the store, this was viewed on CCTV within the store by the store manager. The information we were receiving is that the male had left the store, security had then located the male, security found the bottle of wine the male had taken from the store. Security then asked for the male to come back to the store, they took

the bottle of wine from the males possession and then called the police for assistance in dealing with the male.

Before police arrived at the scene a Police Community Support Officer (PCSO) was in the area and attended first. The PCSO detained the shoplifter and waited for police to arrive. A colleague and I arrived at the scene and the male was acting in an aggressive manor, he was pacing back and forth and was clearly intoxicated, he was shouting at us and saying that he had done nothing wrong and wanted to leave.

Given the information we had from the store manager the male was arrested for theft. Shortly after this the PCSO made me and my colleague aware that the offender had made racist comments about the fact he was Asian, this had occurred while the PCSO was detaining the male and waiting for police assistance. With news of this information, the male was further arrested for racially aggravated public order as he was making racial comments towards the PCSO in the presence of others and caused harassment, alarm and distress as stated in Section 31 of the Crime and disorder act 1998 (Legislation.Gov.UK, 1998).

The male was conveyed to custody where he awaited interview regarding these offences. During this time the investigation and evidence gathering began. I went back to Sainsburys and took a witness statement from the store manager regarding the theft, but he was also a witness to the racially aggravated public order. CCTV was obtained from Sainsburys and the PCSO who was racially abused by the male submitted a statement regarding the incident and submitted his body worn video footage that visually and audio recorded the male making the racially aggravated comments to him.

All of this evidence was gathered and was put to the male in interview. During the interview the male was questioned on whether he had stolen the bottle of wine from Sainsburys to which he replied yes. He was also questioned on whether he made racist comments to the PCSO who attended the scene to which he replied yes. The male confessed to both allegations and was charged under Section 31 of the Crime and disorder act 1998 (Legislation.Gov.UK, 1998), racially aggravated public order.

The Theft was deemed No further action (NFA). This was due to it being such a low amount that was taken and the fact the store received the item back, it was deemed not to be in the public's interest to charge on that offence.

The male was charged for the racially aggravated public order, Section 31 of the crime and disorder act 1998 (Legislation.Gov.UK, 1998). Due to the nature of the comments made towards the PCSO this was sent to the crown prosecution service (CPS) for them to decide on a charge that would be suitable for this offence.

During this incident, the racially aggravated public order made it clear there was some ethnicity issues within this incident.

Within the force, any hate crime or incident with any connection to racism is taken very seriously. The reason the case the file was sent to CPS regarding the racially aggravated public order was due to the impact that the words had on the PCSO and the intention shown by the offender to cause the PCSO harassment, alarm or distress as per Section 31 of the crime and disorder act 1998 (Legislation.Gov.UK, 1998). The PCSO was checked upon by departments such as Trauma risk management (TRIM) to check on the PCSO's welfare following this incident. TRIM contact police officers or police staff who have been through something traumatic and refer them onto counselling if needs be.

The Ministry of justice (2021) explains that the code of practice in relation to victims of crime is also known as the victim code. The victim code sets out services for victims of crime and the minimum standard of these services that a victim of crime should receive (Ministry of justice, 2021).

There are multiple services for victims of crime listed, the relevant ones that were applied during this incident were as follows; 'to be understood and be able to understand, have crime details recorded without unjustified delay, regular updates on the case and investigation, option to make a victim personal statement' (Ministry of justice, 2021).

To be understood and being able to understand would apply to if a victim is explaining to me what has happened, me understanding what they are telling me and making them aware that the matter will be taken seriously as I understand what they are experiencing. In relation to being able to understand, the victim must understand me when I explain potential next steps, what enquiries are outstanding and why certain enquiries are crucial and generally explaining how it works now the incident has been recorded and an offender has been arrested. I feel that its important for the victim to have an understanding of all of this as they are aware of what needs to be done in terms of process, to get an offender in front of a court. It also shows transparency and openness with the victim which could lead to building a rapport with them. In this instance the victim of the theft was made aware exactly what will happen next and what information will need to be obtained in order to put a case together for interview and for the court if required. The PCSO was also made aware a statement would be required for the racially aggravated comments made towards him.

A victims right to have their crime recorded without an unjustified delay falls with both officers and control room. If the emergency call comes in, the force control room will record the crime and then deploy officers to the crime, likewise, if an officer was stopped on the street and made aware of a crime that had taken place they have the capability of recording this themselves and then investigating. I believe this to be important for the victim as it shows that the crime being reported is being taken seriously and will be acted upon as soon as reasonably practicable. During this incident it was recorded by the control room in timely manner and police were dispatched to the call when it was reported.

A victims rights to have regular updates on the case and investigation means the officer in case (OIC) updates them as frequently as possible when an update is available to keep the victim in the know. Again, this allows rapport to build with the victim as they know you are actively working on their case and investigating. In this incident I updated the victims whenever I had an update to give and made them aware what the result of the charge was.

The final Victim right that was mentioned in the list above from Ministry of justice (2021) was giving the victim an option to complete a victim personal statement. NIDIRECT Government services, (2021) states that "A victim personal statement is the chance to say, in your own words how a crime has affected you and continues to affect you".

NIDIRECT Government services (2021) continue to explain that the victim personal statement is considered when a person pleads guilty or is to be found guilty in court.

During this incident, the above chosen victim rights from the victim code (Ministry of justice, 2021) were applied throughout this policing incident. Due to this, the victims involved knew exactly what was happening and the throughout the whole process I was honest and open with them about the investigation and charging process. I believe this led to rapport being built with the victims.

The policing values are traits that a police officer are expected to show when dealing with any member of the public. There are 9 traits and they are as follows: "Openness, integrity, accountability, fairness, leadership, respect, objectivity, selflessness and honesty"(Heddlu Gwent police, 2021).

These policing values were engaged throughout my dealings in this police incident. As it was mentioned above by being open and honest with the victims about the investigations and the next steps this build rapport with the victim. I was open and honest with the victims in the policing incident from the start in relation to the investigation and what my next steps in terms of evidence gathering. I was also open and honest with the victims with the updates throughout the investigation.

Taking leadership when arriving at the call is crucial. This allows the situation to be dealt with efficiently and allows other to know that you are there to deal with the incident. During this call I took control of the situation and given the information from the two victims involved I arrested the offender. This gives victims confidence that you are able to deal with the situation in hand professionally and competently.

Culturally sensitive practice is essentially making yourself familiar and educated with different cultures (AskingLot, 2020). This allowed me to understand that the words that were said to the PCSO would have a massive impact on his wellbeing. It allowed me to understand further how he would be feeling having heard the words used towards him. It was important to try and understand how the PCSO who received them, may have been feeling, the fact that due to his ethnicity he was victimised can have massive effects on someone's wellbeing. As well as myself and colleagues checking on his welfare following the incident, the PCSO was offered support from the force, Via the trauma related management (TRIM) team. They can provide support to people within the force who have gone through a stressful/traumatic event or incident, there are options for you to be referred onto counselling if necessary.

I feel that its important that any form of hate crime which is being directed at someone due to their ethnicity is taken very seriously. During this incident, it was taken very seriously, as stated above the racially aggravated public order was sent to the CPS in order for them to make a fair and just decision on the charge of this offence.

Word count – 1818

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The following account is of a recent policing incident where I had to conduct investigations and manage an offender. Within this account I will reflect at different stages on how I applied the National decision-making model to assist in resolving the incident.

The National Decision-making model (NDM) is a framework used within policing that is at the forefront of any decisions that are made (College of policing, 2014). The NDM can be used in very fast paced environments like responding to an emergency call or it can be used in slow time situations such as planning operations. The NDM is based around the code of ethics of policing. The code of Ethics of policing are as follows: "accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness" (Heddlu Gwent police, 2021). The NDM is made up of 6 different stages which are: "gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policies, identify options and contingencies, and finally, take action and review what happened" (College of policing, 2014). Starting with gather information and intelligence you work your way around the NDM in chronological order, This allows you to have a format to guide how you make a decision whether it be in a fast paced emergency call or a slow time incident where a decision needs to be made.

The policing incident where I had to manage an offender and conduct investigations was a call myself and a colleague attended in the town centre. It was during the early hours of the morning and CCTV were viewing a male assaulting a female in the town centre, they advised that the assault was ongoing. Myself and a colleague attended the call and we were first to the scene.

Upon arrival we had members of the public pointing to us where the incident was taking place. As we turned the corner, I saw one male stood up and a female on the floor at his feet who appeared to be distressed. There was a second woman who appeared to be tending to the woman on the floor making sure she was ok. In order to defuse the situation and get an understanding of what had happened we kept a safe distance and used tactical communication in order to separated all parties. I spoke to the male who was our suspect and he was very emotional and angry. It was clear that the suspect was very intoxicated.

Through applying Betari's Box theory (Mind Tools, 2021) I was trying to use my communication skills and keep calm with the male in the hope that the suspect would reciprocate my tone and mood. My colleague was speaking with the female who was on the floor at this time and she made him aware the suspect was in fact her partner, this meant that we were looking at domestic violence (DV) incident.

The second female at the scene approached me at the time I was with the suspect and said that the suspect had assaulted the other female and that she was trying to stop the assault. As the suspect was close enough to hear this, this caused him to become very aggressive and angry at the information this female passed onto me. I made him aware he needed to stay calm and advised the female to take step back in case things were to escalated. A witness at the scene approached me and my colleague and made us aware that the suspect had assaulted the female who was on the floor. With this information passed from the witness and CCTV I placed the suspect under arrest for suspicion of DV assault. Handcuffs were applied and at this point the suspect began to aggressively resist arrest, after more officers arrived and the suspect was restrained he was transported to custody where the suspect was then interviewed to either prove or disprove his involvement in the offence.

As mentioned above, I utilised the NDM during this incident as a decision needed to be made quickly in terms of what our options were and how we were going to deal with the situation.

During this section I will utilise Borton's Reflective tool (Edwards & Darnell 2021). This tool provides a template for reflective writing and will guide this section of the essay through reflective practice of the incident I am discussing.

Through the use of this tool I will reflect on how I applied the NDM to assist me in a resolution in this policing incident.

On route to the incident my colleague and I were utilising the first step of the NDM, gather information and intelligence, we needed to establish what was happening. I was asking the control room if we had any names or information of the male who was alleged to have been assaulting the female, they explained they had no further information. I was asking if CCTV still had eyes on the suspect and if an assault was still ongoing, CCTV confirmed that the assault was ongoing and that one of the females was on the floor now.

With the information we had gathered, me and my colleague rushed on foot to the scene and were directed by witnesses to where the incident was taking place. With this further information of the assault being passed as we were making our way on foot I was assessing the risk and developing a working strategy. From the information I had there was a male

who was assaulting the female, I was assessing the potential risk that the victim could be in, given that the suspect was likely to already be in a volatile state of mind I considered the use of my parva spray as my next available use of force if getting hands on and restraining would be ineffective.

While dealing with the suspect I utilised Betari's Box theory (Mind Tools, 2021). 'Betari's box is a model which shows how my mood can have on my attitude, my attitude can then have an effect on the attitude and mood of the person I'm dealing with' (Mind Tools, 2021)

I was trying to establish what had happened, whilst thinking of the powers available i.e arrest for assault. Whilst dealing with the suspect I was asking control room to get more information from CCTV to confirm this was the male they observed. At this time, as mentioned above a member of the public who witnessed the assault came forward and made myself and my colleague aware that the offender was the male I was dealing with. Another option I was planning in the event it was required was the use of force, due to the offender being highly intoxicated and was showing that his mood was becoming unpredictable, I was aware that when an arrest was made following the information from the witness then the chance of the offender aggressively resisting arrest was high.

Finally, after going through the NDM to guide my decision-making process I took action having all the information I had at the time, I placed the offender under arrest on suspicion of DV assault. Post arrest as I had suspected, the offender began to aggressively resist arrest force had to be used in order to restrain the offender to ensure the safety of not just the offender but fellow officers. I believe that if an arrest wasn't made on this night then the victim could have been exposed to further harm, I feel that an arrest was completely necessary and justified given the information that we were passed and the eye witness's identifying the male as the offender at the scene.

Dependant on the circumstances of an incident, discretion can be a useful tool within policing. In this incident I had to act in accordance with the information we had. The sightings from CCTV, the female making us aware that she was the offender's partner, even though she insisted he did not assault her but also the eyewitness who named the male as the offender and stated that he did assault the female. As we had evidence that led up to believe the offender had assaulted his partner. In this situation discretion was not appropriate in this situation. As per force policy we had to take positive action as it was domestic violence and arrest the offender in order to investigate what had happened.

As a police officer, there are certain responsibilities within the Criminal procedure and investigation Act (CPIA) you are obliged to abide by while conducting investigations (GOV.UK, 2015). The ones specific to this incident that I will discuss are; Investigation into crimes that have been committed, charging a person with an offence which includes prosecution by way of postal requisition or summons if applicable, recording information and recording other information such as CCTV, interview recordings, investigation updates on the crime its self. Finally, the disclosure of information to a legal representative of the offender in interview for example. A larger list including these listed above can be found on (GOV.UK, 2015).

After the offender in this incident had been arrested and conveyed to custody, he went through the booking in process in custody and the 24-hour custody clock started. This is the amount of time that the offender will be able to be kept within the custody unit and the time officers have to gather information and evidence for an investigation and interview the offender to either prove or disprove their involvement in an incident.

In terms of managing the offender, as mentioned he was placed in custody while I was able to begin conducting the investigation. CCTV was collected from the city council CCTV department, Witnesses at the scene were contacted to see if they would provide a witness account of what happened, the offender was then interviewed regarding this offence.

In regards to the CCTV, footage that was sent to me did not clearly show the assault, the camera that would have been in the best location to view this was not operational at the time, the witness who made himself known to myself and my colleague at the scene was unwilling to provide a statement or attend court if required. During the interview in line with CPIA (GOV.UK, 2015). I disclosed what evidence we had to the legal representative of the offender. They were fully aware of what evidence we had as part of the disclosure process before interview. There was no charge brought to the offender due to the lack of evidence we had on the incident. Throughout the investigation process and dealing with the offender/ investigation CPIA (GOV.UK, 2015) was adhered to.

Policing values or the code of ethics are made up of the following: “accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness” (Heddlu Gwent police, 2021).

Any policing incident I attend I keep in mind the code of ethics, some that I feel were most important during the process of dealing with this incident were integrity, openness, fairness, honesty and objectivity.

In this incident I went of the information passed by CCTV, I observed the male stood above the female as I attended the scene and the eyewitness who stated the male was the offender. I remained objective when CCTV were saying an assault took place and the victim was saying that an assault didn't take place. In this situation it was important to be transparent with the offender and explain the evidence in which the decision to arrest him was based.

The suspect was treated with honesty and openness. I was open and honest why we were there and the allegations made against him, I updated him that we were gathering information from CCTV, when we gathered the information that he was the offender from the witness. I made the offender aware that with the information we received I was going to arrest him on suspicion of DV assault on his partner.

The definition of bias is a “particular inclination, feeling, or opinion, one that is preconceived or unreasoned” (Dictionary.com, 2021).

In this situation as it was male on female violence, it could be argued that there is a natural unconscious bias when attending calls such as this that the male may be the aggressor. One of the code of ethics as stated above is objectivity, objectivity is described as ‘making choices on evidence and your best professional judgement’ (College of policing, 2014). At every call I attend I am objective, I use what I observe and evidence that is given to me or found as well as the use of my professional judgement in situations to assess what has happened and make a decision on what will be done to resolve the situation.

WORD COUNT – 2120

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Further Improve on different types of communication skills	Through research into different techniques of communication but also by observing other officers communicate and taking techniques they use to implement in my technique	Online research and also observations of other officers	I would hope to achieve this within 5 months of being independent
Develop my knowledge and understanding of different religions and cultures	I will hope to achieve this by speaking with members of the community and having discussions with them with an aim to learn more But also by doing research and develop my understanding in Culturally sensitive practice (AskingLot, 2020).	Members of the public or colleagues. Online research.	I hope to achieve this as soon as possible

Learn about different cultures in different communities within Newport	Similar to above, engaging with communities in specific areas of Newport will allow me to better understand the culture in that area and the way of life	Engaging with locals in that specific area, speaking with officers who have experience in that area/community. Online research	I hope to achieve this within 1 year of being independent and serving the local community

Bibliography

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

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Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: Lewis Glennan

Date: 04/01/2022