



Prifysgol Cymru
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LEVEL 6 - 40 Credits

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

6,500 Words

(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.

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.

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Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	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:

In this essay, I will discuss and compare the coping strategies I have applied to develop resilience and minimise stress in my initial six months of training as a police constable. Resilience is the ability to adapt and cope with many things' life can offer you, such as stress, difficult life experiences, and hardships (American Psychological Association, 2024). Resilience is a process; it can be built by changing the way you view a situation, adopting coping strategies, and using the resources available. By doing so, you will be better equipped to overcome, change, and challenge anything that life offers you (Sutton, 2019).

Stress is a reaction from the body to a perceived threat or demand (Chu et al. 2024). This can come in many forms, but is not limited to: your environment, work, relationships, and finances. Stress can affect most of the systems in your body and cause symptoms such as sweating, body aches and pains, tightness, headaches, and much more (Pruthi, 2023). Prolonged stress on the body could lead to health problems such as high blood pressure, heart disease, and obesity. As a result, individuals are more likely to develop psychological and physiological disorders, overall reducing a person's quality of life (American Psychological Association, 2023). It is evident that managing your stress levels and developing your resilience are vital to maintaining a healthy mind, body, and life.

The coping strategies I will discuss are ones I have not only used throughout my police training but through difficult and challenging times in my life, such as moving house, changing jobs, and obtaining my degree. These strategies have been tried and tested by myself and have been proven to work for me in minimising stress and further developing my resilience. My main and most significant coping strategy was adequate sleep, and therefore I will explore this further than my second coping strategy of socialisation. It will later be explained why one is arguably more substantial than the other for myself.

I have often found that when I am lacking the required amount of sleep I personally need, I am unable to process and retain information well, and I become overwhelmed and stressed much quicker. While everyone reacts to sleep deprivation differently, there are common side effects that everybody will encounter. In a study carried out in 2021 to examine the association between a lack of sleep and mental distress, it was found that people who had inadequate sleep increased their odds of regular mental stress (Blackwelder, 2021). Sleep is a key component of a healthy mind and body due to the brain being able to engage in many activities that are vital to your life. REM (rapid eye movement) and non-REM sleep

are the two types of sleep cycles your brain goes through when you are asleep; these are central to learning, memory, brain plasticity, and the removal of waste products from brain cells. This is why sleep has an extraordinary effect on the brain's ability to function (Wu, 2023).

During training, I had to retain a large amount of new information, revise for exams, and adjust to the physical demands of training, such as officer safety training (OST). These three major things that would ensure I completed my training all have one thing in common: memory. Different regions of the brain can be in different sleep cycles simultaneously throughout the night. An example of this is the hippocampus and cortex, which are two parts of the brain that are essential for memory (Simon, Nadel, and Payne, 2022). This shows the importance of sufficient sleep to enable multiple sleep cycles on sleep-dependent cognition mechanisms, such as memory.

To ensure that I had adequate sleep, I would set alarms for myself, one at 20:30 to remind me to turn my TV off and to start my nighttime routine, and one at 21:00 to remind me to go to bed. I decided to choose 21:00 to go to bed as I struggle with initially going to sleep, and this time would ensure I would have at least seven hours of sleep. Adequate sleep is different for everyone, and there is no right answer when it comes to how much sleep a person should have; however, the recommended amount for my age group is between seven and nine hours (Chaput, Dutil, and Sampasa-Kanyinga, 2018, pp. 421–430). Allowing my body to have the sleep it needed was pivotal in my training, and I noticed a significant difference in myself and my training when I was not able to stick to my sleep schedule.

While a good night's sleep made me feel like I could tackle anything, another strategy I followed was to ensure I took one day out of my week to see my family and friends. This included activities such as going to my aunt's house and having a catch-up, going for a day out in town with my mother and facetime friends that I don't get to see often. Safeguarding time for this not only guaranteed that I had a work-life balance and boosted my mood, but it also made me more productive and resilient in tackling my work. Research has shown that resilience is developed by the people closest to you and your environment. If these factors are nurturing, consistent, and reliable, an individual is more likely to become resilient due to the conditions for the individual being optimum for learning to tackle challenges (Southwick et al. 2016, pp. 77–79).

Having a social network not only provides you with support but also gives you strength to tackle stressors and overcome obstacles that seem impossible to deal with alone (Kaur, Singh, 2022, pp. 123–126). While further research is needed, it is suggested that social support can aid in an individual's resilience to stress, and there is strong evidence that social support is vital for maintaining both physical and mental health (Simon, Nadel, and Payne, 2022).

While socialisation was an important coping strategy for me, I found that if I did not have sufficient sleep, this would impact my mood and energy levels. This in turn reduced my desire to go out and socialise; this is why I find sleep more important; however, pairing sleep with socialisation ensured I was able to complete training with its ups and downs with less stress.

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:

Due to the nature of policing, conflict will always be present in varying degrees. Police officers deal with aggressive, violent, and volatile people daily and continually put themselves in the firing line of danger. How police approach and deal with this conflict is paramount to the safety of everyone involved, as well as increasing the public's trust and confidence in the police (College of Policing, 2020). It is a police officer's job to use communication, decision-making skills, negotiation skills, and effective conflict management to de-escalate situations and ensure a resolution is obtained with the minimum amount of conflict possible. Good communication skills and nonphysical conflict management involve situational awareness, active listening, verbal and non-verbal communication and negotiation skills, emotional awareness, and self-regulation (College of Policing, 2020). Being aware of how you present yourself when first meeting individual—your body language, facial expressions, and being aware of your surroundings—will set the tone for the rest of the interaction; therefore, it is vital that this be done properly to reduce the chance of assault and increase the chance of dealing with the situation without force.

Regardless of using the above skills and tactics, it is inevitable that there will be circumstances in which the police will have to get hands-on with an individual and use appropriate force to effect arrest, protect themselves, the public, and the individual responsible for the conflict (College of Policing, 2020). Police officers go through officer safety training (OST) during training; this equips officers in their use of force, decision-making, and conflict management (British Transport Police, 2024). Officers are taught that using force is the last resort when dealing with conflict, and when it is used, it must be the minimum force necessary (College of Policing, 2020). Using force can be essential to ensuring officers do not get assaulted on duty, as in the year ending March 2021, there were almost 37,000 assaults on police officers in England and Wales; this is an increase of 22% compared to last year (GOV.UK 2022). With an increase in assaults on officers, it is

paramount that when we go to calls, we use all available options, mainly conflict management, to reduce the risk of conflict.

During this essay, I will reflect on an incident I dealt with involving conflict. I will critically assess the incident, including any social and legislative contexts, and review the effective communication skills I used. Furthermore, throughout explaining the incident I was involved in, I will be using the drama triangle, a social model that underpins the causes of conflict.

The Drama Triangle

The drama triangle is a social model that focuses on the ways humans interact and includes three roles that people assume: the persecutor, the victim, and the rescuer. This model can emphasise negative interactions and how they can be changed into positive interactions by gaining an understanding of interaction patterns (Psychotherapy Resources, 2022). The drama triangle can be applied to any situation and can help improve relationships between everyone and reduce conflict (Nair, 2023).

I attended a call for an ongoing neighbour issue. A female (1) called the police and stated she was going to punch her neighbour (female 2) in the head because she was blasting music and threatening to smash the female (1) in the face. On my way to the call, I requested warning markers that came back as female (2) is known to be aggressive with police, and there was intelligence that she sells drugs. I also checked involved incidents with the two parties and found that there had been reports of a similar nature for over 6 months. Due to the length of time the issue had been going on, I knew that tension would be high upon arrival and that the incident could escalate quickly.

The victim

The victim will usually be the person who is unable to solve their own problems; they will complain about their circumstances and feel helpless or hopeless in the situation (Psychotherapy Resources, 2022). In this incident, I would say the female (1) was the victim due to her feeling she was the target of the conflict.

Upon arrival, I was met by a female (1) who was crying and very aggressive in her tone. She was pointing at her baby, explaining that he was unwell and that her neighbour was keeping him up with her music. Her behaviour was erratic, with her pacing around the room, repeating herself, and going from crying to angry. I knew I needed to calm the situation down, but I also knew that she was a new mother and clearly worried for her baby. As a new mother, she was more likely to have increased stress levels, and this would likely influence her response to this incident (Gifford, 2021). Therefore, I tried to speak softly and calmly; however, this did not work as the female (1) kept talking over me, telling me I needed to do something about her neighbour. It was clear that she wasn't being aggressive towards me as she kept apologising. I believe she was overcome with emotions at the time and could not regulate them. I knew she needed to feel that someone was taking charge and dealing with the situation; therefore, I changed my tone to firm and authoritative, changed my posture to straight upright, and directly asked her to take a breath and listen to me. Female (1) followed this, and I explained that I needed some details from her, and then I would go and speak to her neighbour. She provided me with details, and I went next door.

The persecutor

The persecutor will often be the person who is causing the problem; they will be the ones placing blame on others and believing themselves to be right in the situation (Psychotherapy Resources, 2022). In this incident, I would say the female (2) was the persecutor due to her being the primary source of the conflict.

As I went to knock on the neighbour's door, a female (2) walked towards the house with a dog off the lead. She appeared under the influence of something due to her swaying when she was walking. She aggressively asked me what I was doing, to which I explained the accusation made against her by her neighbour. Female (2) laughed and made a comment about her dog being aggressive. I told her to put the dog in the house so we could talk. She was reluctant, repeatedly asking why. After explaining this to her multiple times, I told her I would not explain it again and directed her to put the dog away. Once the dog was away, the female (2) came out of her house and made a remark about me being of mixed race and working for white men. I chose to ignore this and instead try to stay on track with the conversation I wanted to have. She denied all the allegations made against her and blamed the female (1) for being the reason that her children were taken away from her; she showed a lot of hatred for the female (1). Due to there being no CCTV and no evidence of her playing music loudly, there was no legal option for her to be arrested. Therefore, I explained to her that she needed to not speak or go near her neighbour and not play loud music due to the time of night, to which she agreed. My colleague went to female (1) and explained that we could not arrest at this time due to insufficient evidence and if there were further problems to contact us. The female (1) became verbally aggressive after being told this and tried to go outside, I believe to confront the female (2). My colleague had to be very firm and tell her not to interact with her neighbour, as it would aggravate things.

As myself and my colleague got into the van, the female (2) started playing music very loudly. She came out on her doorstep and shouted that the female (1) should watch out. My colleague and I got out of the van, and I told the female (2) to turn around and put her hands behind her back. She went to run away, and I grabbed her arm. The female (2) started kicking my leg, and I shouted at her to stop resisting. I put her arm into an armlock while we were both standing, and she could not move. My colleague then came around and put her in handcuffs. Force was necessary on this occasion due to the female (2) trying to resist arrest (College of Policing, 2020). While the female (2) was not physically aggressive after this, she was verbally abusive towards both me and my colleague. I could tell, due to her behaviour, that if I raised my voice and met her level of emotion, it would further escalate the situation. Therefore, I remained calm throughout, never raising my voice, being polite in my responses, and ensuring my facial expressions did not show frustration (NSW Health, 2023). After a short while, this approach had the desired effect, and the female (2) reduced her aggression and stopped with her abusive language.

The female (2) was arrested for Section 4 of the Public Order Act 1986: fear or provocation of violence. The legal definition of this offence is "A person is guilty of an offence if he uses towards another person threatening, abusive, or insulting words or behaviour, or distributes or displays to another person any writing, sign, or other visible representation which is threatening, abusive, or insulting" (Public Order Act 1986, s. 4). This offence requires the person to have intended to cause another to believe that violence will be used against them. Due to female (1) genuinely believing that female (2) would cause her harm and female (2) actively threatening harm to female (1), the points to prove were covered, and therefore an offence was committed, and female (2) could legally be arrested for it.

The rescuer

Due to me being called to help the situation, I would classify myself as the rescuer. The rescuer tends to seek to help others and resolve any conflict between the victim and persecutor (Nair, 2023). The balance between the three roles dictates the outcome of the interaction and conflict. As the rescuer, I kept the victim and perpetrator separate and explained what had happened and what would happen in full. This set the tone for what everyone could expect and why. While physical and verbal conflict did occur, it was largely reduced by assessing the situation and individuals and adapting my communication style to obtain the best outcome. In this situation, the victim required an assertive and direct communication style, whereas the perpetrator needed a more relaxed and passive communication style (Gupta, 2023).

Overall, I think that I dealt with this incident well. I obtained further information, such as person checks and warning markers, before attending. I spoke with the victim and established the complaint, I then spoke with the perpetrator and fully explained to her the accusation made against her. I used the minimum amount of force necessary to ascertain the arrest, and no one was injured during the incident. However, as with every situation, there is room for improvement. Reflecting on how I handled the situation, I think I would have established more of an authority figure from the start with the victim; this would have reduced her fluctuation in emotions and may have stopped her trying to go outside after her neighbour. Regarding the perpetrator, I would have again established my authority and been more assertive at the beginning, as this may have reduced the risk of her trying to run away from me.

Word count - 1955

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 attended 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.

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:

As a police officer, you will meet people from all walks of life with different sociological, economical, religious, racial, ethnic, geographical, and academic backgrounds. It is vital for officers to not become complacent and approach every person and incident with an open mind, as even if the offence you are dealing with is one you have dealt with many times, the person behind the offence and the person effected will require a tailored service to them and their specific needs. For example, ensuring a person has an interpreter or an officer of a certain gender could make them feel more comfortable and confident in going forward with supporting a case. If this is not met, victims are likely to withdraw support, have a lack of trust in the police, and may be more likely to become repeat victims (Victim Support, no date).

It is not only the job of an officer to apprehend and charge a perpetrator, but to protect the victim of crime to the best of our ability. While the Victims' Code was first established by the Domestic Violence, Crime, and Victims Act 2004 (Ministry of Justice, 2020). The new Victims' Code came into force in 2021 and applies to all criminal justice agencies. The Victims' Code outlines 12 rights that set out the minimum standards that all victims of crime must receive from the criminal justice system, as well as enhanced rights to provide further support to people who are vulnerable or intimidated, persistently targeted, and victims of the most serious crime (College of Policing, 2021).

Throughout this essay, I will be using Borton's model of reflection to allow myself to assess this incident and reflect on what happened, why it happened, and what I learned from it. This will help relate theory to practice and strengthen my skills and abilities for the next incident (Copley, 2011, pp. 46-55).

Experience:

The policing incident I will be exploring will be one of an abandoned 999 call from a female who stated her husband was beating her and she needed police. I arrived at the address and was met by a female holding a child. She appeared very shaky and was crying. The female disclosed that she and her husband were arguing over family matters; during this, he got angry, grabbed her by the throat, and threw her against a wall. He then immediately left.

The female was a victim of crime and therefore entitled to the Victims' Code, which is detailed below. The female was also a victim of the most serious crime and therefore entitled to enhanced rights, this means she should be updated sooner, and she may be eligible for special measures if she had to attend court (College of Policing, 2021).

The Victims' Code sets out what a victim is entitled to when they are a victim of crime. They are entitled to (1) be able to understand and to be understood, (2) have the details of the crime recorded without unjustified delay, (3) be provided with information when reporting the crime, (4) be referred to services that support victims and have services and support tailored to their needs, (5) be provided with information about compensation, (6) be provided with information about the investigation and prosecution, (7) make a victim personal statement (VPS), (8) be given information about the trial, trial process and a victim's role as a witness, (9) be given information about the outcome of the case and any appeals, (10) be paid expenses and have property returned, (11) be given information about the offender following a conviction, and (12) make a complaint about a victim's rights not being met (College of Policing, 2021).

I noticed that the female appeared panicked and was using hand gestures to explain what had happened, as English was not her first language. I asked her to sit down on the sofa with her child and take deep breaths. This was to ensure she did not feel rushed, as this could have amplified issues with the language barrier. I interacted with the female's son, showing him my radio and body camera to put him and his mother at ease, as the female had said she had never had an interaction with the police before. Due to this, I was mindful that this interaction could make or break her confidence in the police and, in turn, dictate whether they would be likely to support the case going forward and be willing to contact us in the future if she needed to.

I asked the female for details for her husband; she was very reluctant and said she wanted to leave it as she was fine. She said both she and her husband were here from Sri Lanka on a student visa, and she did not want this to affect them. I explained the process that was going to take place and explained that her husband would have to be spoken about and arrested due to the severity of the incident; this adheres to victims' codes 3 and 6. The female became very distressed at this, screaming and crying. I realised that she and her son depended heavily on the husband due to him being the only person with a job in the family, and she was scared due to not having any friends or family in the UK apart from her son and husband.

Due to this, I had to take a different approach, from explaining to listening and letting her feel like she was being heard and that she had some control over the situation. I took my time and allowed the female to tell me her worries. I then told her we would do one thing at a time, at her pace; this not only helped her but also adhered to victims' code 1. I explained

that the first step was to provide her husband's details, and then I would just talk with him. She agreed to this, and after some time her husband was arrested, and I fully explained to the female what would happen next. I also offered her information about agencies that she could speak with and explained that I would be putting in referral forms for her and her son; this is her right as stated in victims' code 4. When I reattended later that day to speak with the female about providing a statement and victim personal statement, which adheres to victims' code 7, I arranged for an interpreter to be present for this to ensure the female felt more comfortable and understood the information being provided.

The incident that occurred resulted in an offence of assault by beating, this is a variation of common assault, which involves physical force being applied (Sentencing Council, 2018). The legal definition of common assault is "any act (and not mere omission to act) by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence" (CPS, 2022). This differs slightly from assault by beating, which is defined as "the intentional or reckless application of unlawful force to another person" (CPS, 2022). While the differences in legislation are minor and often overlap, it is important to understand the differences, as this will increase the chances of the perpetrator being remanded to prison as well as increase victim confidence and satisfaction. As well as the above, an offence of intentional strangulation occurred. The legal definition of strangulation or suffocation is "A person ("A") commits an offence if A intentionally strangles another person ("B") or A does any other act to B that affects B's ability to breathe and constitutes battery of B" (CPS, 2023).

Due to these offences being against a partner, they are defined as domestic abuse. The definition of domestic abuse is "Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive. Behaviour is "abusive" if it consists of any of the following, physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional, or other abuse. It does not matter whether the behaviour consists of a single incident or a course of conduct" (Domestic Abuse Act 2021).

Having the element of domestic abuse within an offence ensures it is one of the highest priorities the criminal justice system deals with. This is due to the threat, risk, harm, and trauma inflicted on victims (CPS, 2024). The longer a victim stays in a domestic abuse relationship, the greater the risk that the abuse will become more frequent and increase in severity (CPS, 2024). Domestic abuse is a crime that largely goes unreported to police for many reasons, such as fear of reprisal, intimidation, embarrassment, dependency, isolation, believing the abuse will stop, and many more (Gurm, Marchbank, 2020). Studies show that "38% of women killed by their ex-partner from 2009 to 2018 were killed within the first month of separation and 89% in the first year" (National Centre for Domestic Violence, 2023). Looking at these statistics, it is understandable why certain measures are put in place for victims of domestic abuse, and why victims may react differently than you would expect when offered help by the police. This needs to be remembered and approached delicately when dealing with an incident of domestic abuse.

Reflection:

Throughout the incident, the female was extremely upset, and at points, she was slightly aggressive. Looking back, I believe this was because she was in shock and scared because she did not understand what was happening. I tried to reassure the female by explaining the process that would take place; however, due to the language barrier, I realised she may not

have understood exactly what I was saying. Having analysed this, I now think that contacting an interpreter would have resulted in a less traumatic experience for the victim.

Learning:

The most significant aspect of this incident was the look on the female's face when she realised her husband would be arrested, as well as when she explained to me the implications this would have on her and her family. Subsequently, I realised that while I was going through the process of my job, this incident had a profound effect on the individuals involved. Reflecting on this incident, I realise I could have been more patient and understanding, and in turn, this may have made the female react differently. This understanding will be essential in future incidents, as it will ensure that, as well as mentally, I will be emotionally present and aware when dealing with victims. Furthermore, it will guarantee that I will gauge the severity of the knock-on effects people have to deal with after I have left.

Word count – 1791

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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:

Decision-making is a part of daily life; it is something we all do, sometimes without realising it. However, our decisions and how we decide to respond to them can be influenced by many things, such as cognitive biases, individual differences, risk propensity, past experiences, beliefs, and age. This can severely impact a person's ability to make critically sound and justifiable decisions in the moment (Appelt et al. 2023). Arguably, one of the most valuable skills a police officer can have is sound decision-making. Due to the ever-changing complex situations police officers face daily, it is paramount that they can gather information, critically assess situations, and understand the threat, risk, harm involved; consider their powers, and think about the options available to them. This process police officers use when dealing with incidents is called the national decision-making model (NDM), and it is an extremely effective way of assisting decision-making. Following the NDM ensures police officers take greater risks and use greater professional judgement and discretion; while this won't eliminate risk completely, it can ensure that risk is limited and that police officers can justify the steps they have taken to come to a decision (Flanagan, 2008).

The NDM has six key elements, with the Code of Ethics at the centre. Contained within the code of ethics are the nine policing principles that should be at the centre of all decision-making. These are accountability: you are answerable for your decisions, actions, and omissions; fairness: you treat people fairly; honesty: you are truthful and trustworthy; integrity: you always do the right thing; leadership: you lead by good example; objectivity: you make choices based on evidence and your best professional judgement; openness: you are open and transparent in your actions and decisions; respect: you treat everyone with respect; and selflessness: you act in the public interest (College of Policing, 2024).

1. Gather information and intelligence.

Gathering information and intelligence starts as soon as you are assigned to an incident. I attended a call whereby staff at a hostel were reporting male 1 waving a large kitchen knife around and threatening another male 2 with it. On the way to the incident, I requested that all information, such as persons involved, warning markers, and flags, be sent to me. This is to ensure I am aware of the people I am dealing with and anything I should be aware of, such as concealing items or being known to be aggressive with police. Gathering this information beforehand means I can assess how I will approach the person before I get there, for example, by ensuring enough officers are present.

Upon arrival, I spoke with staff first to establish further information, as this may change my approach to the incident. Staff showed me CCTV of the male with the knife; male 1's body language and actions towards male 2 indicated that he was aggressive and appeared to be willing to use the knife, and not just threaten to use it. This was evident by male 1 using jabbing motions with the knife towards male 2. Staff explained to me that male 1 is known to carry knives, has been involved with police previously, and has jumped out of his second-story window to avoid police in the past. Staff further stated that male 1 had gone back into his flat with his partner.

2. Assess threat and risk and develop a working strategy.

Due to this information and intelligence, I knew there was a high probability that male 1 had a weapon on him and there could be possible aggression or aversion from male 1 to myself; therefore, the risk level was high. It was agreed between me and the officers present that we would obtain a key from staff and quietly enter male 1's flat. This was to add the element of surprise; this was to ensure that he did not have enough time to jump out of the window or arm himself with a weapon. Furthermore, it was agreed that I would open the flat door, two taser-trained officers would go either side of me, and two officers would be positioned behind. This would ensure swift detention and less risk due to pre-planning and all individuals being aware of what they needed to do (College of Policing, 2018).

3. Consider powers and policy.

After viewing the CCTV, I knew that I would be arresting male 1 for violent disorder. Section 2 of the Public Order Act 1986 defines violent disorder as "where 3 or more persons who are present together use or threaten unlawful violence and the conduct of them (taken together) is such as would cause a person of reasonable firmness present at the scene to fear for his personal safety, each of the persons using or threatening unlawful violence is guilty of violent disorder" (Public Order Act 1986, s. 2).

Due to the nature of the offence, level of threat, and knowledge that a female was in the flat with male 1, I entered the flat under Section 17 of the Police and Criminal Evidence Act (PACE) 1984. A constable may enter and search any premises for the purpose of executing a warrant, arresting for an indictable offence, recapturing any person who is unlawfully at large, and saving life and limb (Police and Criminal Evidence Act 1984, s. 17).

4. Identify options and contingencies.

Police officers have many options available to them when deciding how to deal with an offence. Depending on the circumstances, such as the offence and the individual's criminal history, officers can choose to report for process, arrest, give words of advice, restorative justice, provide penalty notice, and many others. It is up to the individual police officer to use their discretion at the time and decide what the best course of action would be (College of Policing, 2018). Since the nature of the offence was serious and the risk level was high, the only viable option available was to arrest male 1.

5. Take action and review what happened.

Other officers and I activated our body-worn video and quietly went to male 1's flat. I slowly put the key in the door to ensure I made no noise; however, as I was doing this, the door opened, and male 1's partner was standing in the doorway with a kitchen knife. I created distance and shouted, "Police, put the knife down now!". The officers to either side of me drew their tasers, and as they did this, the female dropped the knife and appeared scared, asking what was going on. I rushed into the flat and put the female into handcuffs, explaining that at this time I was detaining her to establish the circumstances of this incident. Other officers searched the address, and male 1 was not there. The female explained that he had just left to go to the shops.

I removed the handcuffs from the female, and as we were leaving the flat, male 1 appeared, walking towards me. Due to the changing circumstances, I had to think on my feet and decide the best course of action to ensure the safety of all individuals. I closed the flat door, telling the female to stay in the flat, and I shouted to the male to turn around and put his hands behind his back; he was compliant. Before I approached, I asked the male if he had any weapons on him, to which he said no. I told him not to make any sudden moves, as tasers were drawn and would be used if necessary (College of Policing, 2018). I slowly approached the male, placed him in handcuffs, and informed him he was under arrest.

Tactics used in this incident, such as moving quickly to gain an advantage, entering the flat quietly for the element of surprise, using a taser and shouting to stun the individual, were successful in obtaining the objective of arresting the male (College of Policing, 2018). While this did not go completely according to plan, I believe my decision-making was sound and reliable. However, upon reflection, I realise that I should have taken more time to ensure the male was in the flat, as after revising CCTV the following day, it showed the male leaving the flat just before I arrived. Doing this would have reduced stress on the female and eliminated potential harm I and others could have encountered if the male was not compliant.

Discretion

The female could have been arrested for affray; under Section 3 of the Public Order Act 1986, affray is defined as "a person is guilty of affray if he uses or threatens unlawful violence towards another and his conduct is such as would cause a person of reasonable firmness present at the scene to fear for his personal safety" (Public Order Act 1986, s. 3).

The flat that male 1 and the female lived in was situated in a complex that houses homeless people. It is well known to the police that many people living there are dependent on substances, and there is a high level of violence that occurs there. Due to this, I was aware

the female may have been scared that someone was coming into her flat to steal or harm her. As well as this, the female did appear fearful when she opened the door and dropped the knife as soon as she saw me. Using my professional judgement and considering the circumstances, I used my discretion and decided not to arrest the female and instead give her words of advice (Charman, Williams, 2021). I explained that she should never come to the door with a knife under any circumstances.

The Criminal Procedure and Investigations Act 1996 - (CPIA)

The CPIA is an act of parliament that regulates the procedures for the investigation and prosecution of criminal offences. This act “sets out the manner in which police officers are to record, retain, and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation and related matters” (Ministry of Justice, 2015). As a police officer, it was my job during this investigation to ensure that sensitive information about male 1 was not disclosed to individuals such as staff, neighbours, and his partner. As well as this, I only used the police systems, such as Niche, to search for and check certain information on individuals. Following CPIA, I need to ensure that I have a policing purpose for every search I make and any information I request. Furthermore, I only used my police computer and police phone to conduct checks, as these are monitored and tracked.

Throughout this incident, police systems were tracking everything that was requested by myself and other officers. When I asked for warning markers on male 1, this was recorded and later disclosable to the Crown Prosecution Service (CPS), who can challenge why I have requested this. Throughout the incident, my body-worn camera was activated, and I made notes on my police phone that could be viewed by officers. Recording and retaining all information throughout an investigation, including what I am doing, have done, am about to do, and my rationale, is not only paramount but a legal obligation I have to follow. When I later compiled a case file to send to the (CPS), all the information from every step of the investigation had to be disclosed, either as evidential or non-evidential material. Disclosure tests set out by the CPIA are applied to all material provided by the investigating officer to the CPS (Ministry of Justice, 2015).

Word count – 1924

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

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