

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/agh-chapters/chapters--en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

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

ANSWER:

INTRODUCTION

In this task, the coping strategies that I have applied to improve resilience and reduce stress during my initial six months training as a student police officer will be discussed and compared. During that time, I faced different stressful situations that effected both my professional development as well as my social life such as revising my lessons, conducting exams, and practical assessments. To structure my

assessment, I will be referring to Burton (1970) Reflective model, which was based on experience, sense-making, and engagement with the society. Borton put this model in operation by assigning a question to describe each prior function as “What? so what? now what?” as shown in figure 1. By using this model and answering these three questions, the difficult situations that I have faced during the period of my initial training and how I managed and overcame them will be outlined. Moreover, the implemented coping methods to deal with stress and improve resilience, what worked well, what did not work so well and what I need to do better next time will be discussed.

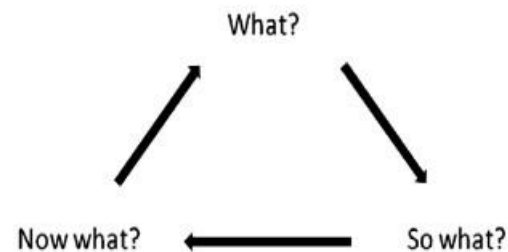


Figure 1. Rolfe's framework for reflective practice (Borton,1970).

REVIEW

In literature authors are describing stress from different perspectives. At first it was defined as an environmental burden from surroundings, and then as tension in the individuals. Michie (2002) describe it as the “synergy among person and event”. They described stress as the reaction of the body and mind when the circumstances become too much, and the person cannot manage it. Everyone has different resilience to stress and each situation can cause different levels of it. According to Chiesa and Serretti (2009), stress is the counteraction of an individual facing danger or hardship. It can be a motor to cope with reaching targets in our day-to-day life. When events become overwhelming and we cannot deal with it, it can disturb our physical and mental health. It can affect the individual’s mood, making them

more nervous and irritated. When I finished my academic life in Egypt 16 years ago, I did not have the basic skills, for example, how to write essays or use web browsers and search engines. The main stressor that I had to manage was the fact that English is not my first language making it difficult to understand and process Police definitions and legislation.

COPING STRATEGIES TO DEVELOP RESILIENCE AND MINIMISE STRESS:

Stress is a reaction to stressors. Typical examples include immediate threat to body and mind, conflicts in personal and work life, bereavement, and time limits on tasks that you must complete. Selye (1955) and Michie (2002) also stated that stress can be noticed in individual attitudes. Sudden reaction to stress factors can effect individual emotions leading to depression, anxiety, feeling low or tired and loneliness. When under stress, a person's emotions can fluctuate between anger and sadness, people often separate themselves from others and can lack the will and motivation to do things, which very often can affect our physical health. Common physical health effects can include headaches, nausea, and high blood pressure. Prolonged exposure to stress can lead to-serious health problems:-

Resilience is a coping mechanism a person develops when exposed to a stressful situation to help preserve mental and physical health (Haglund et al., 2007). Coping mechanism are individual reactions which are planned and intentional. Person hopes that the end effect will result in better tolerance and minimization of stress (Algorani, Gupta, 2022). According to the National Health Service the most common and recommended stress relief or coping methods are outdoor physical pursuits such as hiking, walking, jogging this can help to distract and redirect thinking into other areas and reduce anxiety. I tried to maintain my physical health by going to the gym five days a week for weightlifting and cardiovascular exercises. Physical activities always have calming effect on me and after every weight session I used to feel strong and mentally fresh. Human body during exercise releases endorphins, adrenalin and serotonin commonly known as happy hormones.

They make us feel good, pain free and helps release stress (Thoren et al., 1990). For example, lifting weights would release my tensions and allow me to focus on the tasks at hand. In literature we can find many studies confirming that by doing physical activities we stimulate our cardiovascular system which will then stimulate the body to relax and is commonly known to help with the treatment of some mental health diseases caused by stress (Harvard health publishing, 2020).

It is also important to spend time with friends, family and working colleagues. Their advice can assist us in dealing with stressful and difficult situations. It will give me the opportunity to offer support back if needed which will help to build my confidence in personal skills and knowledge. Finding time for yourself, relaxing, listening to music, going out, looking after your appearance is crucial to improving mental health. Time management is also important, particularly during study and revision, as this will help me stay on track and avoid build-up of material to process. Despite all the negative factors that cause stress we should stay optimistic and find things that make us happy and motivated (National Health Service, 2022). In my days off I focus on my family, pets, and friends. Being part of “What’s App” group with my student colleagues allowed me to ask questions and discussed topics of study. My close network of friends was always there to support me when in need. We made sure that we meet regularly outside of study environments to unwind.

CONCLUSION

Despite at times finding it very difficult to manage my time, in my opinion, I found the physical activity such as gym exercises and weightlifting helped me the most. It aided me to relive the bad energy cause by stress, which often effected on my family . As much as I wanted to be organised with my study and revision, I found it challenging to balance it with my personal life and hobbies. Furthermore, I returned to

smoking as a stress relief, which give a temporary relief but was not effective in long run. Policing is a stressful occupation and can affect both physical and mental health. Finding coping mechanisms and building resilience is essential to deal with everyday tasks. In the long term it will help me maintain a healthy mental and physical condition and will prevent burnout. I hope the above strategies will be as successful and effective when I am operational.

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:

INTRODUCTION

It is a part of police constable duty to deal with challenging situations, protecting members of the public keeping law and guidelines despite the objections and barriers from working in multicultural and diverse communities. Throughout this essay I will refer to a case which I dealt with during my tutorship as a student police officer and confronted with the challenges mentioned above. I will highlight the key elements of the incident and my steps to dealing with the situation. I will also discuss my feeling at the time and how others responded. I will be referring to Burton (1970) Reflective model to evaluate what went well, what did not go so well and what I could do to improve if I faced a similar situation.

POLICING INCIDENT INVOLVING CONFLICT

I received an immediate call from the Public Service Centre (PSC), stating that they had received reports of disturbance outside one of the local pubs involving one of the male customers and security guard. The information provided at time of the call was very limited, therefore, I asked the PSC to provide me with the description of the male customer involved and more details such as injuries, or sightings of any weapons involved. There were no reports of any injured parties or weapons. However, there was information to say that the male customer was believed to be from a foreign country and there was language barriers. When I arrived at the pub with my tutor, I saw the male subject arguing with security. The male customer was refusing to leave the premises. The parties involved in this incident were blocking the main entrance door which led to an unnecessary crowd.

To prevent further escalation and to maintain the safety of the public and pub staff, my tutor and I immediately took control of the situation by dispersing the crowd. I took control of the male subject by escorting him away from the main door by using tactical communication, while my tutor dealt with the security guard. We both maintained clear visibility of each other and could assist each other if needed. That change of environment allowed me to improve communication with the subject and help to solve the situation professionally. The male clearly has a language barrier and at the time I suspect that he was under influence of alcohol which made the task more difficult. At first, I assessed if the language line services would be required, but I found out that he could speak basic English, and we could continue without the support of language line.

I asked the male several open questions to understand exactly what had happened. I tried to use simple language and avoided using complex words so he could understand me clearly and provide me with as much information as possible to help me determine the outcomes. My tone of voice was calm, I made sure that my non-verbal communications and body language did not add more stress on the subject. I stand in open posture, my face was relaxed, I did not raise my hands or point my fingers. My tutor updated me that, the security guard was not happy how he was spoken to by the male subject however he doesn't want to press any charges and only want him to leave the pub. After questioning the male, I recognised that his behaviour was a result of a misunderstanding. He thought that he had been escorted out from the pub due to his ethnicity and his language, not because he was drunk and incapable of taking care of himself and causing a disruption to others in the pub. I mentioned to him that English is not my first language either and I'm a foreigner to build a rapport with him and show empathy that I understood where his frustration came from.

After my tutor dealt with the security guard, she came over and I briefed her with the subject verbal statement. At this time, I considered a few options before making my decisions. First option would be to arrest the male for drunk and disorderly behaviour or request that the subject apologises to the security guard before he leaves (Restorative Justice). Secondary I would ensure the subject has sufficient funds to pay for a taxi fair to his address or arrange police free transportation if the subject has no money, to avoid any further episodes involving the male. After I discussed the options with my tutor, we both agreed that Restorative Justice (RJ) would be the first protocol to use. This final outcome agrees with Strang et al., (2013).

One of the main skills utilised to deal with above incident was effective communication. In literature, communication takes place when there are two parties, A sender, B receiver, and there is a flow of information between them. Both sides can ask questions to define if something is not understandable. People communicate to express needs, socialise, ask questions, learn, work and to live fully in society. Within communication we can identify two components, verbal and nonverbal. The nonverbal communication often takes a huge part in dealing with difficult situations. Our tone of voice, posture and facial expression can be utilised to help solving the problems and improves effective communication. From a look on other's face, we could assume if the other party understood us (Kidd and Braziel, 1999). As a Police Officer, I deal with people who might have difficulties with one or more form of communication. It is very important that I meet an individual's communication needs to ensure that the best possible service is provided. Failing to meet these needs could leave them feeling angry and frustrated. The majority-of conflict situations that police attend will potentially involve violent and aggressive people.

Effective communication and de-escalation skills are key to protecting the public and officers themselves. It is essential that officers complete their mandatory officer safety training within their force to provide them with enough structure to assist officers in maintaining and developing

skills to manage conflict situations without using force. Studies indicate that when officers explain their decisions and actions to people involved and treat them with respect and courtesy this leads to increased public's confidence and encourage them to report crime and antisocial behaviour. Failing to meet these needs could leave them feeling angry and frustrated (Collage of Policing, n.d.). Living and working in a multicultural society we often deal with intercultural hostility. People involved in conflict share different values, which can lead often to misunderstanding, as I experienced in the incident I dealt with. Over the past several years police forces have actively encouraged recruitment from under-represented and ethnic minorities to help bridge the gap-between forces and the public and to help deal with intercultural hostilities (Decker and Kersten, 2015).

The National Decision Model (NDM) is the backbone for every police officer when making decision. It is a flexible and practical process to help us to do our job properly and decide on the steps to achieve the best outcome. The benefit of the model is that it can be applied to unexpected incidents or planned tasks. The National Decision-Making Model is based on the Code of Ethics. It reflects expectations of the public towards police officer behaviour. NDM stages are gathering information and intelligence, assessment of threat and risk and developing a working strategy, consideration of powers and policies, identification of options and contingencies, taking action and review what happened (National decision model, 2022).

Within one of the elements of NDM, we can consider Restorative Justice approaches (RJ) as an option, which is an alternative of arrest.

The main aim of a restorative approach is that the victim is satisfied with the outcome and not to criminalise the subject involved. According to Wood et al. (2021) using Restorative Justice can reduce the rate of reoffences. Human behaviour during conflict can be explained in the three theoretical models.

THE DRAMA TRIANGLE

Drama Triangle is a model created by Karpan in 1968. It concentrates on synergy between people during a conflict situation. The Author established three roles within the model. The Victim – Person who has a perception of being helpless, prosecuted, and unlucky. He requires support to solve his problem. He usually put himself into that position. The rescuer – person who often takes responsibility for the victim, likes to be needed. Gives others the impression of self-sacrifice. The persecutor– person who does not values other's views and integrity, often judgmental and opinionated. Applies critical, controlling approaches to situations (L'Abate, 2009). Based on above theory the male customer put himself as a Victim, the security guard is a Prosecutor and my tutor, and I are the Rescuer.

According to **The Betari Box Model**, which is shown in the below figure, our behaviour and attitude can influence others behaviour and attitude. Our good mood and positive attitude can impact others and lead them to be more affirmative. However, when we are feeling low and angry, these negative emotions will demotivate people. That might lead to conflict escalations, (Jurczyk, 2022).

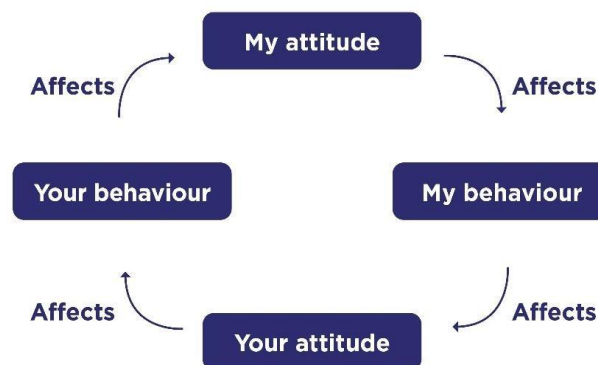


Figure 1. Attitude and behaviour bidirectional affection (Conflict management skills, 2020)

During the time spent with the male subject, he raised his voice on a few occasions. It was clear to see that he was angry and agitated. I was mindful not to copy his behaviour and raise my voice to avoid possible further escalation as per above theory. I explained and informed him that he could get arrested for drunk and disorderly behaviour if he did not calm down. The verbal prompt had the desired effect of him and his attitude, and he changed his tone of voice and apologised for his behaviour.

As police officers we must make decisions that conform to the standards of the code of ethics and human rights. The main legislation promoting equality and diversity in UK is Equality Act 2010. Equality means that no matter what your age, sexual orientation, gender, colour, size, or disability, we are all completely equal and have the same human rights. As police officer we cannot treat everyone the same, we must provide effective service according to their needs. It protects against prohibited conduct such as discrimination, harassment, and victimisation. Diversity means difference. People, who act or are similar, always have their own unique ways of being individuals. Diversity is about recognising those differences (visible or nonvisible) include culture, religion, and personality. By recognising these individual differences, we can understand that every person is unique in their own personal way. We must recognise the vulnerable in our community and provide them with the extra protection, prevention, and support according to their needs (Hutton et al., 2022).

In the incident I dealt with the male subject was under influence of alcohol, it is scientifically proven that alcohol impacts on human behaviours in a range of different ways. It has a significant effect on our physical and psychological abilities. Alcohol impacts the way we process information and enhances spontaneous behaviours (Zeichner and Pihl, 1979). As a police officer I will often find myself in situations where

I will be contending with aggressive behaviour caused by alcohol consumption. People under influence of alcohol are often lose the capacity to control their behaviour (Chermack and Giancola, 1997). Under section 12 of the licensing act 1872 for any person to be drunk in highway (road, bridges, and pavements) or at any place where the public can get access to, they are committing an offence. Under section 91(1) of the Criminal Justice Act 1967, a person is committing an offence if he drunk and display any disorder behaviour at any place where is the public can get access to. In some circumstance people who are over drinking alcohol can be aggressive also there is a link between alcohol users, anti-social behaviour, and violence (Wood et al., 2021).

CONCLUSION

In the policing incident that was involving conflict, which has been discussed in this task, I learned the effectiveness of de-escalation skills and effective communication as well as putting in practice theoretical models which allowed me to diffuse conflict. By understanding the value of Code of Ethic and Equality Act I learn how to treat people without discrimination regardless of where they came from. As an ethnic minority officer, this policing incident has abled me to empathise with the male subject and created link that helped him to calm down and understand the situation. What did go well in this incident. The Security guard was happy to accept an apology from the male subject. Restorative justice was an effective option to deal with this incident and satisfy the victims need without making an arrest.

What did not go well. Fallowing the incident, I received a complaint from the Taxi company that the male subject vomited all over the taxi and refused to pay for cleaning costs.

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 legalisation, 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, as well as any relevant Code of Practice considerations.

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

ANSWER:

INTRODUCTION

In recent years we can see that statistic of racially and religiously aggravated offences are on the rise in our communities. Police officers finding themselves managing offenders and responding to needs of victims. I will be talking about a hate crime incident which I dealt with, highlight the circumstances of this incident and how it impacted the victim. I will be explaining the victim's types, and why it is important to address the victim of crime needs. I will highlight the benefit of the code of practice and the support for victims of crime. I will critically review my action and what I learned from this incident.

THE POLICING INCIDENT OVERVIEW

Whilst on duty, I responded to an immediate call from the Public Service Centre (PSC) stating that a woman had a verbal altercation with a group of youths and they racially abused her, shouting "go back to your own country" and later they egged her windows. The situation occurred outside her house while she was walking home.

Whilst my tutor and I were on route to the address, I tried to contact the victim via my work phone to gather more information about the circumstance of this incident i.e., descriptions of the perpetrators, unfortunately there was no answer. When we arrived at the address, there were no signs of any youths in the area. When the victim opened the door, we could see that she was visibly distressed.

Our initial response was to establish a rapport with the victim and provide reassurance. By using effective communication skills, we tried to identify any vulnerabilities or language barriers that we may have to address. When the victim settled down, I asked open questions i.e., “can you explain to me exactly what happened”, to understand more about the circumstances of the incident. The female stated that, one of the youths told her “Go back to your country” whilst making monkey noises. Continuing with her recollection of the events, she said they were following her down the street and when she got to her house, they started throwing eggs at her windows.

This is when she rang 999 as she felt intimidated, powerless, and scared. She stated that it was not the first encounter with this group and that they often gather outside her flat smoking cannabis and being rude to her and other locals. When asked why she hadn’t reported previous incidents, she mentioned that she had preconceptions from her home country that the police don’t support females and mistreat them. I later discovered that the woman is a refugee from Africa and is living on her own.

The victim plays an important role in the criminal justice system (CJS). Under The Victim Code 2015, a victim is defined as “any person who suffers any physical or mental harm caused by any criminal offence”. Therefore, it is important to address their needs and provide them with the best services required. According to Dinisman and Moroz (2017) initial actions may include: reassurance in relation to their personal safety, they might be angry and want to speak about how they felt, clarifications about the police’s role, action, and the court process, provide the victim with a single point of contact for any updates.

As mentioned previously, the victim needed reassurance in relation to their personal safety after such a traumatic experience. Hence, our calm approach and effective communication allowed her to express her feelings on how the incident affected her. Following this, I assured the victim that I will be the officer supporting her during the investigation, and I provided her with my name and contact details. If the victim feels secure and recognises that the police are dealing with their concerns diligently and promptly, this will increase their trust and confidence in the police service. It will encourage the victim to attend court and provide the information, intelligence, and evidence needed to help identify crimes and bring the offenders to justice (Ministry of Justice, 2013). My polite and empathetic demeanour provided the victim with an environment where she felt reassured and comfortable enough to share her feelings and provide details of the event without any feelings of reservation or doubt that we won't take her case seriously.

The Code of Practice for Victims of Crime sets out the minimum standards that must be provided to victims of crime (Ministry of Justice, 2021). To be able to understand and to be understood, to be referred to services that support victims and provide support tailored to their needs. Victims should have information about the investigation, they need to be offered the Victim Personal Statement, and given information about the trial and their role as a witness. They should be given information about the outcome of the case.

Under the victim's code of practice, a way to support a victim is by referring them to support groups or specialist departments such as community safety partnerships (ASB/Hate crime officers), social services, woman's aid, or housing association (Winkel et al., 2004). Furthermore, Victim/witness care units will appoint the victim with a single point of contact to be updated with all the information they need about their case and carry out any assessment needed to gain the victim's satisfaction (Wood et al., 2015).

To comply with the aforementioned rights and regulations, I provided the victim with home office leaflet "Victim of Crime" in order to provide her with relevant information regarding victim support. Furthermore, I asked for her consent to refer her to the Public Protection Unit and Crime Prevention Team who will provide additional safeguarding measures. I also informed the Neighbourhood Police Team of the occurrence so they were aware and could conduct targeted patrols and provide the link between her and local partnership agencies like Oasis refugee centre, community woman's aid and the council. During the visit, I offered the woman an opportunity to give a victim personal statement (VPS). The VPS allows victims to detail the impact of the crime on their physical and mental wellbeing, it also gives them the chance to describe how the crime impacted on them in any other way. It provides the CJS with data on the extent of the effect the crime had on the victim (Roberts and Manikis, 2012).

There are three types of victims: Repeat victim -is a victim of the same sort of crime that has occurred more than once in the last year (Farrell and Pease, 1993). Vulnerable victim- is described by the collage of policing as an individual who is vulnerable as a result of their situations, which means they cannot protect themselves from any harm (Killias and Clerici, 2000). Section 17 of the Youth Justice and Criminal Evidence Act 1999, describes the "intimidated victim / witness" as a person of any age group who is afraid or too stressed to give evidence or testify in court as a result of being involve in a hate crime, domestic violence, or a homophobic attack (Macpherson, 2001).

I dealt with vulnerable-repeat victim. I formed this opinion on several details. The victim is a refugee living on her own without any support networks making her vulnerable. Despite the victim not reporting them and she had previous incidents with the offenders. She feared

repercussions from the youth and was lacking confidence in Police which stemmed from previous experiences in her home country. Similarly, she expressed anxiety towards attending court or facing the offenders.

To reassure her, I explained to her, there are special measures in place to support intimidated victims to give evidence in a court room.

According to Killias (1990) crime causing anti-social behaviour can have a temporary or prolonged effect on the victims and their family. The victim may have a strong reaction to the crime, like anxiety, anger, fear, and vulnerability to a repeat attack, and they might even isolate themselves. Sometimes the victim of crime does not report the crime to the police because they feel ashamed or scared to tell anyone, they prefer to deal with it themselves, or they don't like the police. Under the Code of practice for the victim/witness of crime, the victim is entitled to be supported throughout the prosecution process by special measures (such as giving evidence in private or on a video recorded interview) which will help any vulnerable or intimidated victim/witness provide evidence without fear or intimidation (Rossetti et al., 2017).

Based on the victims account, the crime was identified as a hate crime. Boeckmann and Turpin-Petrosino (2002) define a hate crime as “any criminal offence motivated by hate and/or prejudice, which is perceived in that light by the victim or another person, based on ethnicity, religion, sexual orientation or disability”. There are four types of hate crimes, physical assault, verbal abuse, criminal damage, harassment, and stalking (Wood et al., 2021).

Section 28 of the Crime and Disorder Act 1998 also defines racially and religiously aggravated offences as “offences that are motivated wholly or partially by hostility towards the member of a religious or racial group based on their membership of this group” (Crime and disorder act 1998). One of the essential requirements set by Home Office is to record all incidents motivated by hostility or prejudice against a person

which might lead to a hate crime. This evidence can then be used in court (New National Hate Crime Guidance, 2020). The changes in recording incidents with regards to racially aggravated crimes was largely prompted by the murder of Stephen Lawrence in 1993. The case was broadcasted in the media, leading to public investigation and changes to British law. Stephen Lawrence was an 18 years old, black male who was stabbed to death by six white males in London. Poor handling of the case by Metropolitan police was highlighted in a report done by Sir William Macpherson, where he depicted the force as institutionally racist (Foster et al., 2005). Recent statistics about hate crime offences recorded by the police in England and Wales shows that in the year ending March 2022, we seen 26% increase compared with the previous year (Hate crime, England, and Wales, 2021 to 2022).

The Human Rights Act was created in 1998 in the UK following the European Convention on Human Rights. The articles relevant to my incident are Article 2 Right to life, Article 8 Respect for your private and family life, Article 14 Protection from discrimination and respect of these rights and freedoms (Hoffman and Rowe, 2010).

In 2014 the College of Policing created the Code of Ethics which is a professional standard of behaviour for everyone who works in policing (Collage of Policing, 2014). The principles of the Code of ethics highlights the need to understand and apply equality and diversity in our communities to build bridges between human rights and freedom (Hyman et al., 2012). By adopting and adhering to these principles when dealing with the female victim, I hopefully made her feel valued and that she was treated fairly and free from any prejudices and improved her trust in UK policing.

Whilst dealing with this incident, it was really exposed to me a victim's vulnerabilities, community dynamics and the rate of hate crime incidents that is rising from year to year in our country. The CJS is attempting to accommodate the disparities in our society, assessing the victim's needs by modifying legislation and implementing new ways of working. As police officers we need to understand the Code of Ethics and Code of Practice so that our actions with black, Asian and minority ethnic communities can promote inclusion through professional policing and providing equal support to victims (Shore et al., 2010). Inclusion can be achieved by avoiding unconscious biases which typically occurs when we have preconceived opinions based on protective characteristic group (Morrow and Shjarback, 2019).

CONCLUSION

During this investigation, what was originally identified by the victim as anti-social behaviour had soon developed into an incident of a lot more serious nature. Upon reflection I certainly learnt the importance of effective communication and how listening to the victim and asking further questions about the incident can lead to dealing with something different from the original call, subsequently impacting on the actions that I take.

The female victim was referred to relevant support agencies and later relocated to a more suitable area where she could develop a social network among other ethnic minority groups.

Whilst support agencies had been discussed in initial learning, experiencing the process from start to finish was highly beneficial and will assist me in future cases in terms of what services are available to help relieve some of the stress and anxiety of victims and witnesses.

Due to my thorough investigation, supported by the neighbourhood policing team, the youths involved in the incident were identified and dealt with accordingly. Again, utilising the experience and local knowledge of neighbourhood policing teams has also encouraged me seek support when available.

Overall, I was satisfied with the way I liaised with partner agencies, the teamworking within the police and more importantly the way I dealt with the victim. It's a great sense of achievement when you conduct a thorough investigation, applying all the necessary actions and legislations and to have a positive impact on someone physical and mental wellbeing.

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.

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

ANSWER:

INTRODUCTION

Police officers spend a lot of their time making decisions. These decisions, often difficult and made in high pressure circumstances, are open to challenge and scrutiny. The National Decision Model (NDM) helps to provide a simple, logical, and evidence-based approach to making police decisions. In this assignment, I reflect on a road traffic incident which involved an elderly female driver who failed to comply with traffic signs. I will talk about discretion and why it is important to use it when making a decision. I will discuss the power of police officer in uniform under Road Traffic Act (RTA).

THE POLICING INCIDENT OVERVIEW

While I was on duty in a marked police vehicle, I saw an elderly female driver taking a wrong turn against the road traffic sign that was visible on the side of the road. She was in the wrong lane driving towards upcoming traffic. This compromises the health and safety of other motorists and could have led to a collision. When the female driver realised her mistake, she started to panic and attempted to manoeuvre the vehicle to correct the direction of the car. Fortunately, there was no oncoming traffic at that time.

Lawful Traffic signs are used to manage and direct motorists and ensure safety on the road. Therefore, failure to comply with these signs means, theoretically, the driver is committing a moving traffic offence and should receive a Notice of Intended Prosecution (NIP). A NIP can be served Verbally or as a Written Notice or as a Summon to the vehicle register keeper within 14 days of the offence. The purpose of the

NIP is to make the driver aware of the offence they have committed, make sure they are fully aware that they may be prosecuted for the offence, and to allow the driver to prepare for the defence (Wood et al., 2021).

Prior to stopping the vehicle under Section 163 Road Traffic Act, I first performed a dynamic risk assessment in order to use the correct signals to minimise any risk of obstruction. Section 163 Road Traffic Act 1988 states that “Any person driving a mechanically propelled vehicle or riding cycle on a road, shall stop on being required to do so by a Constable in uniform or traffic warden”. Also, under the same section, failing to stop, when directed by an officer in uniform, the motorist commits further offences. Furthermore, it is also an offence to “fail to comply with a signal given by an officer in uniform” under section 35 Road Traffic Act 1988 (Road Traffic Act 1988). Based on my observations and the power under the RTA, I decided to stop the female motorist. The elderly woman was aware of my presence, so I directed her to stop. I positioned the police vehicle safely on the road behind the female car and turned on the police vehicle hazard lights to alert other motorists of my presence. The female was clearly anxious and started crying. I tried to calm her down but at the same time I wanted to gather more information from her about what happened. The elderly woman said that she was driving to her grandson’s birthday party, and she was following the vehicle’s navigation system. She felt dizzy during the drive as she was an insulin dependent diabetic, which caused her to lose concentration and take the wrong turn against traffic.

Under section 2 of Road Traffic Act (Road Traffic Act 1988), “Person is guilty to the offence if he or she dangerously driving any mechanically propelled vehicle on a road or other public place without due of care and attention or without reasonable consideration for other road users”.

The female driver was not deliberately dangerous driving and took an incorrect turn due to her having a medical episode. However, this could have led to a fatal road traffic collision. The Road Traffic Act 1988 provides some defences to this offence if the driver is in the following situations: Automatism, Sudden mechanical fault, Sudden death, and Duress. Automatism has two types (Insane or Sane Automatism) and is defined as unconscious behaviours in which the person cannot take control over their actions and can take a few seconds or longer. Drivers with medical conditions, including insulin dependence, stroke, or epilepsy, must inform the DVLA with their health condition. Under section 164 of the Road Traffic Act (Road Traffic Act 1988) I required the female driver to show me her driving licence, and under section 165 of the Road Traffic Act, provide me with a name and an address. Both sections give power to a Police Constable in uniform to obtain a driver's information. With this new information, I request the Public Service Centre (PSC) to verify the motorists and vehicle details on the Police National Computer (PNC) and NICHE (local record management database). All details were in order and the vehicle was insured under the female's name. At this time, I considered a few options before making my decisions. Arrest the female for committing Road Traffic Offence, caution her for the offence, issue her With Notice of Intended Prosecution (NIP).

Police officers spend a lot of their time making decisions. These decisions, often complex and made in difficult circumstances, and are open to challenge. Police officers and staff are required to use a high level of judgment and take responsibility of their decisions to develop faith and trust in policing. They must be aware that they are supported by their force, and they have consistent standards that they need to follow (Loveday, 2008). The National Decision Model (NDM) is helping police service to assess the risk and make a decision. NDM includes 5 phases that can be used during the process. As the NDM is a values-based tool, when used correctly it provides a straightforward, rational,

and evidence-based method to make judgment. Furthermore, it helps improve professionalism and enhance discretion. The Code of Ethics is considered as the core of the model and supports officers and staff to act in accordance with the Code of Ethics and use their discretion where appropriate for all decision making as shown in the below figure.



Fig 1 – National Decision Model (South Wales Police, 2022)

Within NDM, we can identify several aspects commonly known as CIAPOAR.

C – stands for code of ethics, which is central to the NDM focusing on policing principles and the professional standards of behaviour.

I – stands information/intelligence gathering. During this stage I asked the female driver questions to gather as much information about the incident also I requested (PSC) to verify the motorists and vehicle details.

A – stands for Assess Threat & Risk and Develop a Working Strategy. Having identified the number of potential risks, such as the female felt dizzy and unwell which effected on her concentration and lead to drive against the traffic sign toward the upcoming traffic.

P – stands for power and policy. Officers must only act within the law. A sound knowledge of available legal powers is therefore essential such as Section 163, section 35 and section 2 (RTA). Human Right.

O – stands for options available to resolve the situation, this stage involves considering the different ways to make a particular decision with the least risk of harm which will be based on circumstance such as contact the female driver relative to pick her up or give her (NIP).

A – stands for action, recording, monitor. Having considered all the aspects of the NDM. I contacted the female driver relative to pick her up, to avoid possible further incidents and to maintain her and other road users' safety. I informed her that she must contact DVLA to report her new medical condition and fallow their guidance. Considering woman's age, her circumstances, and her remorse during the incident, I decided to give her Notice of Intended Prosecution (NIP).

R - stands for review. After the incident I critically reviewed my actions. I believe that was the best decision to make at this time as it will leave a positive impact on the female's further actions and make her more aware about her and others safety on road. I will process with same action if I come across similar situation in the future.

Discretion is a professional judgement tool and action to help us decide the best course of action. We must consider public perception and all the alternative options before making an arrest such as Summon, Voluntary interview, Caution, Restorative justice (Wood et al., 2021). Police officers must be accountable and explain their decisions, treating people with respect and fairly without bias. We must record all our decisions to avoid any discrimination. There is a difference between discrimination and discretion in decision making. A discrimination-based decision is based only on prejudice; however, a discretion-based decision is based on professional judgement. My decision can be based on the situation, circumstances, and the individual need. Different individuals will respond differently to the same police intervention. Experienced police officer will have better understanding of the situation and will be able to use discretion more effectively (Bronitt and Stenning, 2011).

As the woman was served with NIP, the incident was treated as an offence and required investigation. All relevant information and data was available to me at the time of the incident. As I witnessed it, I need to provide an Officer Witness Statement and exhibit my Body Worn Camera recording. I will contact Police Camera Room to see if that event was captured by their street cameras.

All these materials will be disclosable to Crown Prosecution Services.

An investigation performed by police officers can establish whether an individual has to be suspects of a crime or charged with an offence that they are suspected of committing. Police investigation start from the time when the incident has been reported to the police via 999/101, in Person or Electronically. The Criminal Procedure and Investigations Act 1996 structures the way in which the police officer should keep information and disclose prosecutor material in a criminal investigation. Investigation officers are likely to be misled if they have not paid

attention to details according to the 'Assume nothing, Believe nothing, Challenge everything' (ABC) approach. In short, any details should be checked for contradiction.

There are two types of Criminal investigation, proactive investigation, and a reactive investigation. Proactive investigation - This type of investigation starts with the act of analysing the intelligence we receive about a person, or a group that is engaged in a criminal activity. Reactive investigation - This sort of investigation starts when we find out about the crime and gather all the evidence to bring the suspect to criminal justice so the court can decide whether they are guilty or not. A reactive investigation will be focussed on interviewing the victim, witnesses, and suspect. Furthermore, also included in this type of investigation is gathering all relevant materials to help the investigation. These can include the likes of victims or witness statements / reports, CCTV footage, physical exhibits, fingerprints and forensic. A lot of these crimes we investigate have an impact on the community, and it can also attract the attention of the media to how the crime or case was investigated. The inquiry must be done with professionalism, integrity, and morality for the sole purpose of benefitting the victim, public and police. Any biased or inconsistent actions will increase the risk of losing any support we have from the public and any criminal proceedings we have worked to obtain. Every Police officer has a legal power to investigate a crime under specific circumstances. These powers allow the investigator to take away any person's freedom by using reasonable force, obtain private information about an individual and even enter their premises. (Wood et al., 2021).

The laws or acts detailing these legal powers are Regulation of Investigatory Power 2000, Criminal Procedure and Investigation Act 1996, Police and Criminal Evidence Act 1984, Youth justice and Criminal Evidence Act 1999, Human Rights Act 1998 and Equality Act 2010.

CONCLUSION

It is challenging to make decisions during fast passing incidents, I realised how important is to follow National Decision Model stages, understanding my police powers to assist me to deal with this incident professionally. I learned that applying the discretion fairly without discrimination to bring the best outcome without criminalise individuals. It not always a one size fits all approach, and I will always keep an open mind when dealing with incidents however in this incident the risks to other people were too high and I don't feel suitable words of advice would have been acceptable had someone got seriously injured.

Gathering all relevant materials, record my actions and being able to disclose it to Criminal Prosecution Service is an important part in conducting investigation to help the Court to make a decision. Failing to do so can jeopardy the case and sentencing of the offenders.

Task 5 Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Communication skills	Preparing compassionate phrases to use to victims beforehand so that I am not stuck in the moment unable to think of what to say to victims. When I am speaking to members of the public, I will spend more time listening to what they have to say	I feel that my colleagues and members of the public can provide me with support in developing this skill. My colleagues can give me phrases of empathy that they have found effective and useful in their line of work. Moreover, it would be helpful if I am able to present my phrases to my colleagues and ask	I will aim to come up with a new empathetic phrase a day for 10 days. After which, I will present them to my colleagues and get their opinions on these phrases and ask for any constructive criticism. I will also try to engage myself in a case or situation demanding effective

	and let them speak without interruption. This will help me gather more information and learn what is important to them so that I am able to help them in the best way necessary and avoid any miscommunication. I will also work on my nonverbal communication skills by matching my facial expressions to the situation that I am in and showing the individual I am communicating with that I am actively listening to them and taking in everything they have to say.	for their opinion on whether I would be able to use it to show empathy. Furthermore, it would be useful for me to better my communication skills from engaging myself in further situations and cases where communication skills are required so that I can have ample practice.	communication skills once per week and have a colleague with me to assess my communication skills. After a month, I will ask my colleague to evaluate the effectiveness of my communication skills and we can work together towards finding ways to improve.
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More confidence	There are multiple things that I will employ to increase my confidence. First is my physical appearance. I will increase my confidence by taking better care in myself. This will be in the form of eating healthier, maintaining personal hygiene, and increasing my level of physical activity. Secondly, from a spiritual perspective, I will identify my strengths, gifts, talents, and weaknesses, and then exercise thankfulness and gratitude into my daily life. Lastly, I will increase my confidence through my actions and attitudes towards others. I will aim to develop a network of friends and	My colleagues at work can help me increase my confidence by providing me with support and constructive criticism, when necessary, in order for me to know my weaknesses and improve on them rather than doubting myself and having a lack of self-confidence. I will also utilise the help of a personal trainer in order to help me increase my level of physical activity and eat better. I can reflect on myself to identify my strengths and weaknesses and apply daily affirmations into my routine to become more grateful and thankful.	I have decided to attend a gym with my personal trainer three times a week to increase my level of physical activity. During these, I will record my level of physical strength after each exercise and progressively see how attending the gym has affected my endurance and strength. Every night before I sleep, I will sit down in a calm area and practice gratitude and thankfulness for at least 30 minutes. This will start immediately and will become a long-term habit of my daily life.
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	colleagues who would be able to support me and provide me with constructive criticism.		
Resilience	I will develop methods of reducing and managing stress to prepare myself for stressful situations when I need to be resilient. I will learn what my strengths are and become aware of them so that I can use them when the time comes, and I would need to use them in order to employ resilience in a situation. Furthermore, I will build a good support network around myself composed of supportive and helpful colleagues and friends so that if a situation arose where I am	My friends, family and colleagues can provide me with support during situations where I am struggling, and my resilience is wavering. They would be able to help me find solutions to my situation and provide me with mental support throughout the situation.	My timeline for this is an ongoing one. I have been working on bettering and honing my resilience throughout my career by employing the previously mentioned principles into my life. Utilising these principles has already been applied into my life and will continue to do so.

	overwhelmed, I would have people around me that will help me through it.		
Taking a statement	This goal can be achieved through me witnessing my colleagues taking statements themselves, so I have different exemplars of how others approach this activity. Furthermore, I could read books that set out guidelines on how to take a statement. Moreover, I can attend teaching sessions set out by my university on how to take a statement.	My colleagues can help me with this by letting me shadow them while they take statements. Furthermore, my sergeant can give me advice on how to perform this task. I can gain the help of a librarian that can direct me to a suitable book for me to read. My university can help me with this through organising teachings sessions on the topic	I will aim to spend 4 weeks reading a book on the topic and at the end of the 4 weeks, I will evaluate how my understanding of statement taking has changed because of the book. I will aim to shadow a colleague while taking a statement at least 3 times a week in order to get as much exposure as I can.
Structuring a statement	I will ask my colleagues and my sergeant on the ways they structure their statements and then	My sergeant and my colleagues can help me with this. Furthermore, the librarian could	I will aim to spend 4 weeks reading a book on the topic, and then read another book if the first one did not

	apply the structure that I feel best suits my understanding and comprehension. I will also read some previous statements made to see how other police officers had previously structured their statements. I will read books written on the topic to learn more.	direct me to suitable books to inform me of what structures are out there.	help. I will try to read a previous statement a day to gain more information on the different structures applied by police officers. This will continue until I am confident enough to write or develop my own structure.
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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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