

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

How should the workbook be presented?

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

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

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1200
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Task 4	Conducting investigations Information and intelligence	1250
Task 5	Digital Policing, Vulnerability and Risk	1250
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

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

ANSWER:

This essay considers the impact on organisational justice on myself as a serving police officer and how the police service responds in taking a raise to ethical standards. Organisational justice is broken down into three subheadings, Distributive Justice, Procedural Justice and Interactional justice. I will reflect upon organisational justice upon myself now being independent patrol status by using the Kolb model of reflection 1984 (McLeod and Golb, 2017)

According to the college of policing on organisational justice and the research conducted they stipulate, “the positive impact of fairness on employees is stronger than that of more instrumental incentives – those traditional ‘carrots and sticks’ (such as performance management regimes, bonus payments, disciplinary action) that are used to reward good performance and increase the cost of poor behaviour” (Quinton et al., 2015). The three main focus parts on organisational justice are firstly Distributive Justice which is how employees feel that their input is fairly recognised; secondly is Procedural Justice which is more complex and relates to how fairly employees feel decision making process within the organisation: the way in which

discussions are communicated with openness and honesty, how respectful and dignified contact is perceived to be between senior staff and employees. Interactional Justice surrounds demonstration of caring about the employee, the way employee to employee and line manager to employee communicates.

Concrete Experience

I am now independent patrol status and during this time on shift I have had various duties to perform. For example, call signs, handovers, daily tasking and diary car, these roles are allocated at briefing by a supervisor. I have been fortunate to have a sergeant that treats the shift fairly and ensures that everyone gets equal opportunity and an equal workload, for example our team works on a list basis for handovers and callsigns, so we take it in turns. This is Distributive Justice as the sergeant does not show favouritism towards a police officer and does not delegate onto new probationers. Whilst still new to the role as a police officer, having a sergeant who is approachable has helped, especially when making decisions on an incident. I have spoken about incidents that I have attended and suggested a course of action that I deem appropriate, this action with seeking advice from a senior member of staff which allows me to make a more informative decision.

Reflective observation

I have found that coming onto shift that values, opinions and decisions of everyone really matter no matter irrespective of time in service all of which has made my new role easier, I can now see that I am part of an established team where Procedural and Distributive Justice is apparent.

Abstract conceptualisation

Whilst seeking advice on an incident I have found myself in the situation whereby I have had conflicting ideas all of which have led to similar outcomes, both suggestions are correct. For a learning perspective I need to make a decision and just go with it. Know that providing I stay within the laws of the Police and Criminal Evidence Act 1984 and not abuse my policing powers or position, which ever decision I make I will be backed by the organisation.

Active Experimentation

I need to be more confident in my decision making and rely on my judgement. If I make a mistake, then it can be resolved. I can learn by the mistakes I make which will then in turn make me a better police officer. This adds to gaining a further understanding, so next time a similar circumstance arise I will be able to deal with that situation avoiding that mistake.

How has organisational justice affected me? At present it hasn't, I have settled into my shift and feel that I am a valued member of the section and I have achieved good results from proactive police work which I have received good feedback from my superiors within the service. The police code of ethics plays a huge part when we think about organisational justice, the code of ethics outlines what the police service expects from its employees and how everyone is to be treated. Two of the standards of behaviour one of which is Conduct dictates that a police officer must behave in a manner, whether on or off duty, which does not bring discredit on the police service or undermine public confidence in policing. Secondly Equality and Diversity will demand acting with fairness and impartiality or not to discriminate unlawfully or

unfairly. Furthermore, to this the policing principles say that a police officer must treat people fairly and be truthful and trustworthy (Code of Ethics, 2014). In Blackstone's it states that "attested police officers are not employees in the conventional term; they are instead holders of public office. One consequence of this is that all police officers' activities on and off duty are covered by the Code of Ethics and regulated by law through statutory instruments" (Bryant and Bryant, 2018). This further supports how an officer should behave and backs up the Code of Ethics. I do not have any issues adhering to the Code of Ethics and I have not had to make any changes to my personal life before joining Gwent Police or after to maintain honesty, which is integral and professional within my role.

The United Kingdom is forever evolving and whilst this is happening people's ethics with it too. Gwent Police provide certain training days once every ten weeks that are compulsory to attend. I have recently had an input about the gypsy and traveller communities which was delivered by a traveller; this has helped in raising ethical standards. As an organisation we learn more about their culture from within and how they live; this gives police officers more knowledge and a better insight as to how to deal with situations where gypsy and travelling communities are the victims or offenders of crime.

In conclusion it is important to understand what organisational justice is and how I can make any personal changes to raise my ethical standards. It is important to reflect upon any constructive criticism given and reflect on how an incident has gone to ensure any learning points are raised and understood. I will continue to attend any force training days to further my development and increase my knowledge base.

This enables me to adopt a more victim focused approach to policing and increase public confidence, by ensuring I am current with new and ongoing legislation.

WORD COUNT 1070

Task 2

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

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

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

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

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

Justify your intervention and highlight potential consequences.

1200 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay is a reflection about a neighbour dispute, I will refer to them as neighbour “A” who is the victim in this and neighbour “B” who is the suspect. This incident had a few cultural and language issues. I will be explaining about why a multi-agency approach is important as a police officer and the actions I took in order to resolve these issues. The Gibbs Model of Reflection (1988) will be my steer to explore the multi-agency approach.

WHAT HAPPENED

Neighbour A in this scenario is from South Africa and can speak perfectly good English. However, the safety advice given and the reporting of incidents had been misinterpreted. Neighbour B is a local resident whose family name is well known but unfortunately for all the wrong reasons, who have on going domestic incidents. A

domestic incident is known as an incident or series of incidents between a partner or ex-partner but also a family member. Neighbour A had grown increasingly concerned over neighbour B due to the domestic incidents and was concerned for the safety of their children. Neighbour A had been reporting the incidents to the police and other partnership agencies such as social services and the Royal Society for the Prevention of Cruelty to Animals (RSPCA). The police and partnership agencies conducted an investigation into the reports but there was no evidence to suggest no one was at risk so no action was taken. However, neighbour A had been told to keep a diary and record incidents as they happened. They also video recorded and documented neighbour B's every movement from arriving home and to when they left. This caused some confusion as neighbour A in creating this diary as it then amounted to the offence of stalking. Stalking is not defined in law, Gwent Police define it as an "aggravated form of harassment where the perpetrator persists with inappropriate and unwanted attention towards the victim such as following them, watching or spying on them, or forcing contact through any means, such as social media". (Stalking & Harassment, n.d.).

I reviewed the diary and video recording and I could not identify any offences from Neighbour B. However, I could see several offences that neighbour A had committed which I outlined to them, but Neighbour A said this was what she was told to do. I then went and spoke to Neighbour B on arrival they said to me, "We know why you are here" furthermore explaining to me that they have "had enough" of neighbour A as they keep reporting them to agencies and calling the police. Additionally they mentioned that they have seen neighbour A recording them when they are in the garden and feel that they are invading their privacy which is one of

the reasons they have built a taller fence. The reasons they knew who had been reporting them as they Neighbour A standing in the street and waiting for the police and other agencies to arrive and get involved.

As a result of this incident I deemed it worth while to convene a meeting between myself, local authority and the local PCSO was a reasonable course of action where we could review all the incidents. I have outlined three of these incidents below, as they appeared to be the ones that were most concerning.

Incident One

Neighbour A reported that neighbour B was brandishing a saw and pointing it in the direction of their house simulating a cutting motion as if to dissect their house in two, along with an action of cutting them up. Neighbour A said that at the time they were behind the living room blinds therefore neighbour B wouldn't have been able to see them. Neighbour B's version of account were that they said that they were building a new fence in their garden which after looking outside there was a new fence that had been built to prevent Neighbour A from seeing into their front garden.

Incident Two

Neighbour A reported seeing Neighbour B's children in a nappies all day, and recorded this, it was unclear whether or not this was the same nappy as Neighbour A wasn't watching them all day. I explained to them that everyone has different ways of raising their children, it was the middle of summer and extremely hot. I explained that children have choices in what they wear and you or family cannot force children to wear cloths in the house it is sometimes easier to let them wear what they want.

Otherwise this can cause tension within the household and arguments between everyone.

Incident Three

The family of neighbour B went out for the day and left the dog inside the house. Neighbour A believed this to be cruel, and thought the dog was malnourished as the dog looked underweight so they called RSPCA and after attending according to Neighbour B they had no concerns.

Neighbour A informed me they had been told to create this diary by the local authority, but when questioned the local authority members then elaborated to say that neighbour A were told to only record the incidents between them not their every movement. The diary documented dates and times they left the house, who came to the house and how long they were there for. Neighbour A said that this had been misinterpreted by them due to the misunderstanding of the language and culture differences.

Feelings

After listening to what neighbour A had said, I felt that they were specifically targeting neighbour B as she did not like them and had heard the stories revolving around the family name. They had acted correctly by reporting the domestic incidents between themselves however, when police officers attended the address and spoke to everyone individually there was no disclosures of any offences and there were no concerns for anyone at the address.

Evaluation

The meeting outcome went well, and neighbour A has now got a clearer understanding of what they can and cannot do. Neighbour A said that because they are from South Africa and the laws there are different, they didn't quite understand what was meant when documenting the incidents. The council members then looked at safeguarding measures such as CCTV at her home, extra door locks as they said they do not feel safe. Further safeguarding advice was also given to neighbour A in the future when they report an incident, do not congregate outside for the police or other authorities to arrive, that way no one knows who made the report, which in turn will keep you safe.

I decided to hold the meeting at the police station away from Neighbour A's home so it was out of sight from other neighbours. The reason for the multi-agency approach was so that everyone had their chance to put their point of view across and get a further understanding of this situation manifested itself. I reviewed the diary against the calls that had been reported to the police and the outcome of the incidents. I explained that if there had been any concerns for any one at the address especially the children then the police have a power under section 46 Children Protection Act to remove the children to a place of safety.

I further explained that if the neighbour wanted to make a complaint of stalking and harassment then they would have a strong case for it. They would be able to apply for a third party data access request and could potentially get the diary. This in turn could be used as evidence which could lead into an investigation surrounding their conduct as they have committed offences.

In conclusion if a multi-agency approach was not conducted then the consequences for neighbour A could have been severe as they could have ended up with a criminal investigation against them. This meeting gave a clearer understanding of what needed to be recorded which then had been established. A follow-up meeting was suggested within a weeks to draw both neighbours together to explore their differences in a controlled environment so that community relations could then be better established.

WORD COUNT 1351

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

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

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

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

1400 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This reflection is about a high risk domestic violence victim and how as a police officer I have used different approach methods to support a vulnerable person who is at risk of harm. I will also be talking about how police services tackle repeat victimisation and repeat offending. To complete this reflection, I will be using the Golb Model of Reflection 1984. In this incident there were no social, cultural ethnicity or language issues.

The United Kingdom (UK) define domestic violence as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. (New definition of domestic violence, 2012). In 2013-2014 a crime survey was completed, and it is estimated that there are 1.4 million female victims and 700,000 male victims of domestic violence per year. (Increasingly everyone's business: A progress report on the police response to domestic abuse,

2015). In another report in January 2020 it states that domestic violence caseload has increased by 88% against a backdrop reduction of 25% police officers and Crown Prosecution Funding (CPS). (Evidence led domestic abuse prosecutions, 2020). Because of these statistics it is necessary to adopt different approaches to protect vulnerable people who can't protect themselves from harm and those who are repeat victims but also to try and prevent repeat offending.

CONCRETE EXEPIENCE

I attended a domestic violence incident, the victim in this incident is female and the offender is male who was intoxicated with alcohol. The incident began with a verbal argument however it escalated to the male gripping the female to the throat with one hand and then grabbing a kitchen steak knife and placing the blade to the victim's throat and said, "I am going to cut your throat open". There had been previous incidents to this address but there had been no violence between the two and there had never been any offences disclosed to police officers. To protect the female from further harm I arrested the male for assault and was taken to police custody, by taking this course of action I safeguarded the female and the children therefore giving the victim time to decide if she would like to provide a statement and support the police action against her partner. Another reason I arrested the male is that whilst he is in custody I was able to consider utilising other policing powers such as bail conditions, these can be applied on an offender when they are released from custody to prohibit them from contacting the victim directly or indirectly or utilise a Domestic Violence Protection Notification prohibiting the male attending the home address. Whilst I conveyed the suspect to custody a female officer stayed with the female victim to complete a statement and a Domestic Abuse, Stalking and Harassment Risk

Assessment (DASH-RA) as they felt more comfortable discussing the incident with a female officer. Denny states that “the community’s reporting of crime and co-operation with police are likely to improve where both men and women feel comfortable engaging with police – for instance, where a female victim of sexual violence can report to a female officer”. (Denney, 2019). Even though this is not a sexual assault the victim has said she would prefer to deal with a female officer, this will help the investigation as they are more likely to provide information. The DASH-RA allows police officers to assess the grading of risk to the victim and lets the victim decide if she wants help from partnership agencies. The DASH-RA has 27 questions to answer about their relationship and if there has been any previous violence, also around their children once this is completed the officer can then decide the grading of standard, medium or high. In this incident it was graded high due to the violence, the knife and the comment of “I am going to cut your throat open”.

The grading for this incident is high, I submitted a Multi-Agency Risk Assessment Conference Form (MARAC) this helps the female as they will deliver a strategy meeting and implement a risk management plan to help safeguard the female. MARAC forms are generally submitted when 14 ticks have been completed on the DASH-RA but can also depend on the nature of the incident.

Gwent Police also have an Assertive Outreach Crisis Team who are not police officers to assist in the investigation to go and see the victims of domestic violence to build a rapport and help manage their risk and provide further support to victims. They also support victims when they are scared about making a complaint and giving evidence against the offender and give them guidance. The female in this incident did not want

to provide a statement in the first instance however with the help of the Assertive Outreach Team and the MARAC the female provided a statement where she gave further disclosures in their relationship that amounted to the offence of controlling and coercive behaviour from the suspect. This is a relatively new offence which came into effect in 2015, Women's Aid which is a partnership agency we refer victims of crime to define it as "controlling behaviour is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour" (What is coercive control?, n.d.). The offence was brought in to support victims who are not victims of violent assaults but victims whereby the offender control their day to day life to the point they have no independence, such as controlling the victims money, deciding what they would wear.

REFLECTIVE OBSERVATION (REVIEW REFLECT ON THE EXPERIENCE

I took positive action in this incident and safeguarded the victim and the children within the address, had I not arrested the suspect at this point the victim would be at risk of further harm. I submitted a MARAC and DASH-RA referral which opened access to more supportive services for the victim. At the beginning of the incident I was nervous because I was single crewed, when I was dispatched to the location there had been the disclosure of a knife and I was concerned for the safety of the victim, family members but also mine, I was carrying full personal protective equipment which consists of a taser, asp, PAVA spray and handcuffs. I was fortunate that when I arrived the suspect was standing outside the house and was compliant. I maintained a safe distance until more officers arrived before speaking with the suspect in the incident as I didn't know if he still had a knife on him.

ABSTRACT CONCEPTUALISATION

In conclusion by always remembering officer safety training I kept myself safe, by knowing my powers and policies the offender was arrested and once they were released from custody bail conditions were imposed against him prohibiting contact with the victim. I have learned how much detail needs to be recorded in the MARAC referral form. Furthermore, I also I have learned about the extra support that Gwent Police can provide with the domestic violence with their assertive outreach team that provide support to victims. It is also important to recognise that victims can become repeat victims, the home office states that “repeat victimisation occurs when the same person or place suffers from more than one incident over a specified period of time.” (Bridgeman and Hobbs, 1997). By submitting the MARAC forms assists in part of the prevention of repeat victimisation by using a multi-agency approach where other outreach agencies can offer more support such as women’s aid. Another part is the crime strategy, whilst police services concentrate on suspects and locations to prevent crime a further part to tackle the repeat victimisation is the concentration of victim. This is like the Routine Activity Theory by Cohen and Felson 1979 (Purpura, 2013). The three elements to this are; location, offender and victim and at the centre is the crime. By removing one of the elements such as the victim, police services remove the crime, the same also happens when removing the offender. It is important to put safety measures in place, take positive action at the first incident which will in turn reduce a victim becoming a repeat victim. According to Bridgeman and Hobbs by adopting these methods to target repeat victimisation, the time and possible perpetrator of likely future crime helps target scarce resources cost-effectively. Police forces adopting this approach have been able to reduce crime and improve the quality of service to victims (Bridgeman and Hobbs, 1997)

ACTIVE EXPERIMENTATION

If a similar incident like this arose again, I would remember the positive actions and outcomes that I have achieved in this incident and implement them in the next incident. I can use the MARAC referral I submitted for this incident as my guide.

Gwent Police take positive action against offenders of domestic abuse and are victim focused so that even if a complaint is not being made against an offender then a victimless prosecution would be sought. To do this is I must remember to take utilise my body worn video, first accounts and take photographs of any injuries or damage.

WORD COUNT 1533

Task 4

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

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

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

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

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

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

This reflection is about analysing and evaluating intelligence from within range of sources and how the intelligence has helped me to obtain a search warrant from the magistrates' court, which then gave me permission to search a specific address. There were no cultural, ethnicity or language issues within this incident. The Gibbs Model of Reflection (1988) is my guide.

What Happened

I was on an attachment working alongside the Neighbourhood Policing Team (NPT). According to the College of Policing NPT's defining features are about collaborative working with private, public and voluntary sectors and also working in a proactive

way to protect local communities, safeguarding the vulnerable, manage and divert offenders and earn community confidence. (Definition of neighbourhood policing | College of Policing, n.d.). I had been passed some information and intelligence about an occupant in an address who was suspected of dealing cocaine which is a controlled drug. A controlled drug is subject to legal control, they are as such because they are harmful to the human body and that people find them enjoyable and therefore hard to resist. (Bryant and Bryant, 2018). There are three classifications of drugs which are A, B and C; this incident is about cocaine which falls under the classification of Class A.

I reviewed the information and intelligence which I found to be reliable and trustworthy, there were several sources ranging from residents, housing association and Police Community Support Officers that patrol the area. Two out of the three sources were graded as reliable as one was from a PCSO and the other was from the housing association as they had previously given information that had been successful. I then progressed this and requested a search warrant from the magistrate's court which comes under S15 of the Police and Criminal Evidence Act 1984 (PACE) This sets out the grounds for which the application is being made in this case it was because I received intelligence that suggested they are involved in the supply of Class A drugs. I had confirmation that the search warrant would be issued under S23(3) Misuse of Drugs Act 1971, this power allows a constable to enter a property and use force if needed to search it and the occupants providing that the justice of the peace is satisfied there reasonable grounds to suspect that they are in possession of a person or premises. (Misuse of Drugs Act 1971, 1971).

On the day of the search warrant had been executed I held a briefing informing everyone the exact purpose of the search warrant and what items we were trying to locate. Furthermore, I discussed the police code of ethics and the Human Rights Act 1988 (HRA), and how everyone is protected by them, but to be mindful not to breach them when executing their duties. I reinforced that during the search we must remain professional and respectful and to ensure that it is left in the same condition as we found it. I outlined the sensitivity that whilst we are searching the property, we should avoid breaching Article 8 which is a person's right to a private and family life.

Once inside the property, I explained the reason I was there was to conduct a search under S23 Misuse of Drugs Act, and I followed by cautioning the occupant and provided her with a copy of the search warrant. The reason for cautioning the occupant was just in case any significant comments were made which then they could be documented and presented in interview or in court. The search commenced and during this I located cocaine, scales, snap bags and mobile phones, the occupant was then arrested for the offence of possession with the intent to supply (PWITS). This offence is for anyone person who supplies or offers to supply a controlled drug and has no lawful authority to administer it. (Misuse of Drugs Act 1971 - prohibition of supply etc of articles for administering or preparing controlled drugs, 1971). When I arrested the occupant their liberty was taken away under article 5 HRA.

The mobile phone I seized was examined by a Specially Trained Officer (STO) and the contents was downloaded. On reviewing the download it contained more evidence about the offence under investigation but also developed more information

and intelligence to whom they were being supplied by. In a report by the Information Commissioner's Office (ICO) written by Elizabeth Denham says that data extracted from mobile phones can assist acquiring evidence and support criminal investigations including providing details of individuals, actions, movements and state of mind. Furthermore, the report states the extraction should be necessary and proportionate in that we must only extract information to the offence being investigating due to the likely hood of intrusion on the occupant's private life impacting on Article 8 of the Human Rights Act. (Denham, 2020). I have had previous cases where mobile phone examinations had been conducted which generated further lines of enquiries such as locations, and people who are linked to the offence, along with generating more evidence.

Feelings

I felt that whilst executing this warrant that I will be invading a person's privacy, and by arresting them I had breached their human rights. However, this is legal under S24 PACE. I thought this could be linked to any organised crime gangs or it could just be low level drug supply. A further thought occurred as I am young in service will I be able to follow through on the investigation and obtain a charge to get the occupant to court. On final closure of the incident with the occupant in custody I was happy with the result I achieved and had made significant steps in building community cohesion because I had acted on following up on their information and intelligence by conducting the search warrant in their community and disrupting the supply of a controlled drug.

Evaluation

I talk positively from this experience and learnt how to review intelligence and then how to progress it in obtaining a warrant from the court. I also learnt how to effectively search a property and how to record the exhibits located, these are items that relate to evidence so in this case the cocaine, scales, snap bags and mobile phones. I gained a further understanding of why community engagement and partnership working is important for gathering information and intelligence to bring offenders to justice.

Analysis

When reviewing the intelligence the majority of it was reliable; if there was an element of unreliability then this could have altered my thoughts about the execution of a search warrant as it would not be justifiable. However due to the strength and reliability of intelligence I had enough evidence to support my application as the College of Policing states that “a search warrant should only be used to search for specific items where there is sufficient evidence and intelligence to support an application”. (Search powers, and obtaining and executing search warrants, 2020).

Conclusion

In conclusion and upon reflection I have learnt how to use intelligence that has been submitted to obtain a search warrant. I have previously said that part of my justification for this search warrant was to promote public confidence, it is suggested that “if citizens do not have confidence in the police, they are less likely to defer to police authority, to report crimes, provide witness information or to obey the law

themselves” (Sindall, Sturgis and Jennings, 2012). With this in mind it was important for me to act on the intelligence received from those concerned if I didn’t act this may suggest that they may feel that the police are not interested and may become involved in crimes themselves in the belief that they will get away with it. I have also illustrated the importance of why I needed to think about the Human Rights Act and the articles that were impacted by the search and how I have applied the code of ethics.

Action Plan

If I found myself in a similar situation, I would remember this incident and the positive actions that I undertook. I achieved a good overall result with the search went smoothly, there were no concerns for the welfare of the occupant or anyone else inside the property.

WORD COUNT 1371

Task 5

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

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

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

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

ANSWER:

I will reflect upon my actions to reduce the risk of harm by way of digital technologies and how I provided an appropriate initial response to the incident. I will call upon the actions I took to reduce the harm to the victim, who maybe more exposed to vulnerability. I will mention policing powers under Police and Criminal Evidence Act 1984 (PACE) To complete this reflection, I will be using Golb's Model (1984).

Concrete experience.

The victim from within this incident is a thirteen year old girl who has an Instagram account with no privacy settings which meant that on this social media application anyone can view your posts, and anyone can send you a direct message. The victim received a message from an unknown person requesting that she sends nude pictures of herself.

As the victim is a child they are classed vulnerable, the College of Policing define a person as vulnerable if "as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation"(Vulnerability | College of Policing, n.d.). This does not mean that they are vulnerable as they may

be able to protect themselves from harm however due to the age they are still under the umbrella as vulnerable. I advised the victim on how to safely use Instagram and changed her privacy settings to private, this would mean that she would have to approve her followers and accept incoming message requests. I also showed her how to remove and block followers, and how to report inappropriate messages or accounts. Furthermore, I advised her that she should limit her followers to people that she knows to protect herself from harm or exploitation.

The offence under investigation in this incident is Section 10 of the Sexual Offences Act 2003 which makes it an offence for a person aged 18 or over intentionally to cause or incite a child aged under 16 to engage in sexual activity. (Sexual Offences Act 2003 - causing or inciting a child to engage in sexual activity, 2003). The term sexual is defined in law under S78 Sexual offences act and does not have to be by penetration or touching but what ever its circumstances or any person's purpose in relation to it, it is because of its nature sexual or because of its nature it maybe sexual and because of its circumstances or the purpose of any person in relation to it or both it is sexual. (Sexual Offences Act 2003 - 'sexual', 2003) These two sections support the offence that requesting a nude picture from a thirteen year old is an offence.

From this I then obtained the username of the account and who this message was sent from and proceeded in a charter application. A charter application is what the police use when trying to locate an offender that had been using digital technology to commit offences. From this I was able to obtain an IP address of where the

offender was logging on from and an email address that the offender used to register themselves on Instagram.

Unfortunately, since the offender lived outside the country no further action was taken. However, if the offender lived in the United Kingdom (UK), I would have arrested them for the offence and would have been able to seize mobile phones, computers/laptops, tablets, in essence any technology inside the address that could have been used in the offence. These then would be examined by a specially trained officer to triage through to try to find evidence as to the offence. Also, it may have given me further evidence if they have committed the offence to another person.

When a person is arrested, under the Police and Criminal Evidence Act 1984 (PACE) police officers have powers under S32 PACE to search a person or property and seize any items that relate to the offence. If the person was not arrested at their home address the police officer can apply for a search warrant under S18 of PACE which has to be authorised by an inspector rank or above.

I submitted a Public Protection Notification (PPN) to social services and explained what happened and the effect that it had on the victim and the family. I asked if they make contact and see if there was any relevant material they could provide. Was there an option to deliver a lesson in local school authorities on how children can keep safe whilst using social media platforms and increase education about the risks posed by using social media sites and the people that use them.

Reflective Observation

When managing this incident, I knew that my first action was to protect the victim from further harm, this was done by blocking the offender and making her accounts private. Secondly by educating the victim around how to safely use social media platforms this further safeguarded her. I was disappointed that the offender did not live in the UK as I would have liked to have arrested and interviewed the suspect as I am sure that some people have fallen short and sent a nude picture which creates another two offences, the first offence is to take an incident photograph of a child, and the second offence would be the distribution of the image.

Abstract Conceptualisation

Policing is forever evolving, and digital crime is becoming more prevalent as more people have access to the internet. Clement suggests that 4.57 billion people were active internet users as of July 2020 which is 59% of the global population and the most important channel was mobile inter equating to 91% of users (Clement, 2020). Whilst the population have more access to the internet the Nation Police Chief's Council (NSPCC) have said that cybercrime has increased but so has the volume of digital evidence and that the police have adapted to respond to the digital environment. (Digital policing, n.d.). Shalini says that "elderly is that vulnerable group who has been deprived from any information regarding latest technologies and innovation especially in the world of computers and internet" (Nobar Arfi, 2013) this suggests they are more susceptible to be victims of cybercrime. Some of the common cybercrimes that people fall victim too are child pornography, cyber laundering (the electronic transfer of money) Cyber Stalking, cyber terrorism, cyber theft and Spam (Nobar Arfi, 2013). Spam is a very common way by using emails to

trick people into giving sensitive information as they are designed to look like the official company sending the email.

This incident has allowed me to understand the development in technology and how offenders are now targeting victims digitally, but I know that the police have technologies in place such as phone examinations and charter application to locate these offenders and bring them to justice

Active Experimentation

I a lot more insight from this incident in that I now know how to use policing technologies to locate offenders and the information that needs to be obtained to be able to do so. I can use this incident as a good example if I respond to a similar incident in the future.

In conclusion I have identified a vulnerable victim and what exposes them to vulnerability. I have drawn upon appropriateness of safeguarding the victim by educating of how to stay safe online. I have identified what police technologies I can use such as a Charter Application which can identify offenders and if I were able to locate an offender the powers and polices available to me under PACE to obtain further evidence of the offence.

Word Count 1263

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