

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a

Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this essay I will discuss and compare coping strategies I have applied to develop resilience and minimise stress since being attested as a Police Constable, using Kolb's reflective model (Morris 2020) to structure the discussion. I begin by defining stress and resilience, with reference specifically to how this relates to my role. I will begin with Kolb's concrete experience stage (Morris 2020), discussing how I have utilised physical activity and mindfulness to reduce stress and engaging in reflective observation regarding how this impacted my stress levels. During the abstract conceptualisation stage (Morris 2020) I will utilise academic research and my experiences to consider how useful these coping strategies have been and how to best use the strategies going forward in line with Kolb's active experimentation stage (Morris 2020).

Stress can be defined as a bodily response to a challenge perceived as capable of overwhelming response mechanisms (Day 2005). Stress can be the result of factors disturbing the natural state of being in the body and mind, taxing the body or responding to environmental change (Stranks 2005). Stress may be understood as a three-stage process; beginning with the alarm reaction in which the defence response is triggered, the resistance stage in which a person adapts to the stressor and the stage of exhaustion in which functions become fatigued (Rochette et al 2023).

Understanding and minimising stress is important as a Police Constable as police officers have been found to show higher levels of stress compared to other occupations (Miller 2006). However, it is recognised that not all Police Constables will show the same levels of stress as individual factors in officers can impact upon the extent of the stress response they experience responding to triggers (Lucas et al 2012). As such, I am motivated to utilise coping strategies to strengthen my individual factors such as hardiness to better cope with stress.

Stress has been shown to have implications for physical health, including cardiovascular issues or depression (Brunner 2004) and as such, I am motivated to build resilience and minimise this stress to avoid these outcomes. It is particularly important to build resilience to stress as a Police Constable as the challenges of undertaking shift work is likely to cause sleep challenges which worsen stress (Stranks 2005) but can be significantly reduced through coping mechanisms (Setyowati 2023).

Managing or minimising stress refers to interventions that focus upon tackling the source of the stress (Murphy & Sauter 2003 as in Richardson & Rothstein 2008), attempt to limit severity of stress response such as meditation, journalling, time management (Murphy & Sauter 2003 as in Richardson & Rothstein 2008) or attempt to build resilience or alter the person's cognitive process around stress (Bond & Bunce 2000 as in Richardson & Rothstein 2008). Resilience refers to a person's ability to withstand stressors and their negative effects (Pollock 2020), including adjusting to challenges and avoiding burnout such as exhaustion or fatigue at work (WHO 2019).

Police Officers who demonstrated higher levels of resilience or hardiness showed less negative stress responses to their colleagues with lower levels of resilience (Stein & Bartone 2020). Officers with high levels of resilience showed a positive response to stressors, with increased performance and focus (Stein and Bartone 2020). Clearly, building resilience and minimising stress is advantageous in my career and personal life.

One strategy I have used to minimise stress is regular physical activity through walking, weight training or running. Physical activity refers to moving the body through the skeletal muscular system, resulting in the expenditure of energy above average levels (Stults-Kolehmainen et al 2014). Engaging in physical activity has relieved my stress and anxiety levels and boosted my sense of mental clarity and energy. This is supported by Stults-Kolehmainen et al (2014), concluding that physical activity lowers levels of anxiety, fatigue and cognitive impairments. Engaging in physical activity has also helped to minimise stress as it has created a sense of achievement, with meeting goals demonstrating clear ability to reduce stress and boost resilience (Carmack et al 1999).

Physical activity as a coping mechanism can be a challenge as finding time to be active daily can be difficult when balancing the demands of adult life, as seen widely in the adult population (Deforche et al 2015). It is also important to avoid becoming over dependent on physical activity as this may lead to exercise addiction (Landolfi 2013). Further, physical activity will not prevent job related issues leading to burnout (Heuse et al 2021) and as such, I must take steps to tackle these issues directly.

I have also incorporated mindfulness to minimise stress, a practice rooted in Buddhist tradition (Finkelstein-Fox et al 2019) that encourages intentional awareness of the present moment without judgement (Lilly 2019). I have incorporated mindfulness through several forms including meditation and journalling. Mindfulness has helped calm physical symptoms of stress and quieten my mind as supported by Zimmaro et al (2016). Research supports the success of mindfulness in minimising stress levels mindfulness, particularly in reducing

stress in emergency workers (Lilly 2019). Research suggests its effectiveness can be maximised if cognitive coping strategies are incorporated (Richardson & Rothstein 2008). Therefore, I will be incorporating cognitive strategies such as challenging thought processes around stress triggers to more effectively minimise stress. It is imperative that I do not use mindfulness as a substitute for tackling issues, a concern that has been raised with mindfulness as a coping strategy (Finkelstein-Fox et al 2019).

However, it has been shown that employing coping strategies, regardless of what they are, and adapting is what is most important in managing stress (Moeller et al 2020). Whilst mindfulness has been shown to be particularly effective as a means of observing and accepting changes (Finkelstein-Fox et al 2019), both physical activity and mindfulness are likely to be helpful in minimising stress if embraced as a means of adapting to life in my new role.

In conclusion, I have applied physical activity and mindfulness to minimise stress and build resilience since becoming an attested Police Constable. Both coping strategies have been shown to be successful with their greatest value being when both strategies are combined to provide a holistic approach. In future, I will take care to ensure that these coping strategies are used in a balanced manner, avoiding over dependence or avoidance.

Word count: 1046

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:

In this essay I will refer to a single incident involving conflict in my policing career in which I played a significant role, assessing the incident in terms of both my own skills and the wider social and legislative contexts. I will also consider cultural, ethnicity and language issues that may have been present and the impact of this. When reflecting upon the incident, I will utilise conflict theories and models including the Drama Triangle and Betaris Box along with relevant policing materials such as the National Decision Model and Conflict Impact Factors. The reflection throughout this piece will be guided by Borton's reflective model (1970) (Haghihat et al 2019), beginning with considering what happened, moving to ask 'so what?' to consider what this means and the theories or guidelines that provide context for the incident. This essay will end with considering what lessons will be taken forward.

Stage One: What

The incident and discussion:

The following incident is a call that I attended in my role as a Police Officer. This summary has been sanitised of any personal or identifiable details in line with General Data Protection Regulations (2018). A member of the public had reported her seventeen-year-old son leaving the home address on foot, very upset and in possession of a large knife. The caller mentioned that her son was Autistic and provided a description of his appearance

that was passed to my colleague and I. We made our way to the area when further information was passed to say that the male appeared to be making his way to a local primary school.

National Decision Model:

Utilising the seven-stage process of the National Decision model (NDM) (College of Policing 2013), I had received the information about the male, his possession of a knife and his location as near a local primary school. As a result, I assessed the threat of the male and the risk to officers and the public as high due to him possessing a large knife. As I approached the area, I developed a working strategy with protecting the public as the priority, considering my powers and policies around this such as a Section 1 Search under the Policing and Criminal Evidence Act (PACE) (1984) if the weapon could not be seen or the Section 24 power of arrest (PACE 1984) if the weapon was visible. As threat and risk was high and it was a dynamic incident I had not yet arrived at, it was important to identify options and contingencies such as specialist officers that could assist if required. Once my colleague and I arrived at the location, the next stage of the NDM (College of Policing 2013) was to take action and reflect, ensuring that I acted in line with the Code of Ethics throughout.

Use of Force:

As my colleague and I arrived at the location, I immediately identified a male matching the description passed. I exited the vehicle, turned on my body worn video camera in line with force policy and shouted to the male, telling him to remain still where he was. I had noted multiple children playing in the street and wanted to act quickly to ensure that the male did not make off and put the children at elevated risk of harm if he left my reach. I made my way towards the male with open palm gestures, being careful not to make any sudden movements which may have triggered a sudden defensive response from the male who was reportedly already in an emotionally volatile state. This was particularly important when considering his diagnosis of Autism and the challenge autistic individuals often face in regulating emotions (Samson et al 2015).

The male turned away from me and started walking away, I repeated the command of "stay where you are". As I performed a visual search of the male, I identified him holding a twelve-inch knife in his left hand. At this point, I reassessed the threat and risk, considering the Impact Factors (College of Policing 2017) of the subject's size as he was larger than me, his apparent mental health disturbance, the presence of a weapon, the location in its proximity to children and my own skills as an officer who does not carry Taser. As a result, the risk of threat and harm appeared very high and the threat was immediate or imminent as the male was holding the knife, standing less than two meters away from me. As such, to protect myself under Common Law and to execute my duties under Section 117 (PACE 1984), I removed my PAVA from its holster and adopted the ready position at an appropriate distance. I also considered my colleague's skills as a Taser officer and stepped

out of his way in order to allow him to discharge his Taser without obstructing his path if necessary.

I shouted, “drop the knife”, making clear commands to the male and alerting my colleague of the knife’s presence. I then engaged in tactical communication with the male along with my colleague who had drawn his Taser. This included repeating the clear command to drop the knife, telling him not to make any sudden movements and warning him that I was in possession of PAVA and would use it if he did not drop the knife. The male did not drop the knife and stood still. I monitored the male’s body language while scanning in my peripheral vision for other members of the public, as in conflict scenarios this can often be forgotten as the body and mind focus on the threat (Andersen & Gustafsberg 2016). After repeating the command to drop the knife multiple times, the male did drop it.

I immediately told the male to stay still and slowly place his hands behind his back, conscious that he may have other weapons on him. I then approached the male, handcuffing him in a rear back-to-back position and performing the relevant safety checks on the handcuffs. I then arrested the male for possession of bladed article in a public place (Sec 139 Criminal Justice Act 1988), cautioned him and informed him of the necessities. My colleague collected and seized the knife. At this point, the male’s mother approached and began screaming, crying and telling us to let him go. The male then started shouting and swearing at me, trying to pull out of my grip and barge me with his shoulders, screaming “you’re killing me”. I kept a firm grip on the male, told him to stay still and stop resisting, reminding him that he was safe, and we were taking him to the car. His Mother continued screaming which appeared to elevate the male’s resistance and upset towards my colleague and me.

Drama Triangle

This scenario once introducing his mother can be seen as in line with the Drama Triangle, created by Karpman (1968) (Lac & Donaldson 2022) Which states that in conflict scenarios there is often a victim, rescuer and persecutor and that all three roles keep the cycle of conflict going (Lac & Donaldson 2022). The victim acts as helpless, oppressed, in a powerless, depressed state. They receive blame from perpetrator and help from rescuer (Lac & Donaldson 2022). In the incident, the male arrested could be seen to play this role through crying for help and claiming we were killing him, which was obviously untrue. The male’s mother could be seen to fit the rescuer role, showing a desire to help, perceiving the victim as too weak to fend for himself, deciding what is best for him and having the mindset of the peacemaker (Lac & Donaldson 2022). In this incident when the male’s mother approached, my colleague and I could be placed in the persecutor role by them as they likely perceived us as aggressive in handcuffing him and to be playing a superior role, with little tolerance for the wishes of others (Lac & Donaldson 2022). In playing these roles, particularly the rescuer, the conflict continues until the roles are broken (L’Abate 2009). With this theory and personal safety in mind, I told the mother politely and firmly to step back, reassuring her that her son was safe and that we would speak with her once he was

safely in the vehicle. The Mother did leave the immediate area and the male became calmer, allowing me to move him to the vehicle. I then conducted a Section 32 (PACE 1984) search of the male, speaking calmly with him about my hand placement and ensuring that his mother could see the search taking place. I then seated the male in the police vehicle, checked his welfare and explained what had happened and why for him to better understand as he was then in a calm state where his brain was likely better able to absorb information (Cordova et al 2023). Throughout transporting the male to custody and when waiting to be seen in custody, I worked to build a rapport with the male through making conversation about his interests, explaining the process to him, and offering refreshments.

Stage two: So What:

This incident can be located in a much wider social context in a number of ways. First and foremost, there is a particularly pertinent social context in this incident's nature as a knife crime. This is because knife crime has been a central topic in the UK in recent years, with knife deaths accounting for more deaths in young males in the UK than those relating to firearms (Coid et al 2021). As the incident involved a young male in possession of a knife it is important to recognise that there has been a rise in weapon related youth crime in the UK (Haylock et al 2020). This context meant that it was important that I acted to tackle the presence of a knife at the scene and worked to engage with this male to gain a clear understanding of what had led to this incident to reduce the likelihood of him becoming part of growing knife crime statistics. There is also an important context in that police officers have been injured recently in knife attacks (BBC 2024), meaning that I was conscious of the risk that the male posed to my colleague and I. This risk was something that I was keen to negate. Finally, it is vital to consider the fact that the local area has a recent history of knife crime incidents that have had a profound community impact. Whilst this did not alter the risk level, it did mean that it was imperative that officers acted in a manner which would encourage public confidence and avoid sparking fear for members of the public who may have witnessed the incident.

Stage Three: Now what

In reflecting on the incident, the elements in handling this conflict that I will use in future incidents are the clear identification and eliminating of the risk, adapting the approach based on individual factors and working to build a rapport following the conflict. Building a rapport is particularly important following the incident as it builds a positive, trusting relationship (Collins & Carthy 2019) which in turn, allows people to discuss the factors that led to the incident taking place. In future, I would continue to utilise my prior knowledge of autism as it was very helpful in ensuring communication was clear, that I was not needlessly positioned too close to the male and that I explained all processes, what to expect and any close proximity that would occur. Despite this incident not ending in injury to any parties, in future I will strive to be more wary of risk and will take a more cautious approach in my interactions with suspects even when the obvious weapon is removed. This may include the use of my personal protective equipment such as PAVA or baton to protect

myself, my colleagues or the public. This is because upon reflection, I placed myself very close to the male and moved to less than one metre from him when the knife was dropped when he could have been in possession of further weapons and as such, was still a risk. Overall, I am satisfied with how this incident was handled and will take the lessons forward to improve in my role.

Word count: 2048

Task 3

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

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

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

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

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

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

ANSWER:

As a police officer, there are often competing issues of legislation, social issues, culture, and language that must be navigated. It is vital that officers respond to these issues with respect and integrity acting in compliance with the Code of Ethics (2024), Human Rights Act (1998) and importantly, to secure the confidence of the public and deliver on our commitment to them as a police service (National Police Chiefs Council 2024). This essay refers to an incident I have attended as a police officer, reflecting upon the competing issues of legislation, social issues, culture, and language. I will consider the victim's code of practice (Ministry of Justice 2020) and its role in this incident in supporting the victim. Throughout this essay, the core principles of ethics, equality, diversity, and human rights will be central as I reflect upon my decisions, skills, and the outcome of the incident.

This essay will use Boud's reflective model (Boud et al 2013), a cyclical model that moves through experience, reflection and specific learning. It does not have a set beginning and end point which was particularly useful in this case as I have not moved from one set point to another and have instead moved between the points of the model fluidly throughout this experience. As such, this essay is not structured in separated parts of the model as reference is made to the experience of the incident, my reflections on reasons for my actions and how helpful they were, and signposting made to specific learning throughout.

The incident

In the public waiting area of the station at the front desk I came across two male, one of the males had a bandage around his head and his right eye was swollen and bruised. I asked if they were okay and if they required any help. One of the males informed me that they needed help as police did not listen to them last night. The male spoke limited English. He appeared frustrated and desperate, but it was difficult to establish what exactly had occurred. I invited the men into the station enquiry room. I made sure I was friendly and welcoming to these men and reassured them that I would manage the issues.

Code of Ethics

The actions I take as a police officer are guided by the code of ethics (College of Policing 2024). The core principles are courage, respect and empathy, and public service. While all principles could be incorporated into this incident, courage may be seen as particularly relevant in making decisions and being accountable through taking ownership of the issue and acting with integrity. Fostering integrity is important as officers are faced with situations where discretion is required and as such, moral reasoning skills need to be strong (De Schrijver, A. and Maesschalck, J. 2015).

My priority was the male's injuries. The male informed me that he had not received medical attention and gestured that he had been hit in the head. Therefore, I identified that this male was a victim and that he required urgent medical attention. Head injuries pose a risk as people with head injuries are at a heightened risk of serious brain damage, requiring immediate medical attention (NHS 2022). In the worst-case scenario, this could be linked to a person's right to life, as detailed in Article Two of the Human Rights Act (1998). While I took details of the incident, my colleague arranged for medical attention for the male to manage threat, harm and risk. Considering threat, harm and risk and conducting dynamic risk assessments is an important skill as a police officer responding to emergencies (College of Policing 2013) as we encounter risks which require ongoing management. It also enabled me to swiftly note details of the assault, a right of victims under the Victim's Code (Ministry of Justice 2020).

The victim's code (Ministry of Justice 2020) sets out twelve rights that apply to victims when a crime is reported to the police and as such, I have a duty as a police officer to ensure that these needs are met. The victims code recognises any person who has suffered harm of a physical, emotional, mental, or economic nature because of a criminal offence or a close relative of person whose death caused by criminal offence. It is important to examine people I come into contact with to establish if they fall into this category as they may not recognise it themselves. It is also the responsibility of professionals to act in accordance with the victim's act (Ministry of Justice 2020) as victims are likely to be unaware of it, as only 19% of victims have heard of it (Wedlock and Tapley 2016).

I also have a duty to treat all people, including victims, in line with the public sector equality duty (Ministry of Justice 2012) which aims to eliminate discrimination, harassment, victimisation, advance equality of opportunity, foster good relations. There is further

direction in the Equality Act (2010) on protected characteristics that should be accommodated for. While no protected characteristics were identified during this incident, I was aware that there may be protected characteristics present that may be identified when more in depth conversations took place and as such, I should not rule out the need to accommodate these.

Seeing to managing risk was particularly challenging as the males spoke limited English and I do not speak any other language. I was able to establish that they spoke Bulgarian and swiftly contacted an interpreter service using my mobile device to facilitate communication between the males and me. This was not only helpful in establishing accurate information for risk management and evidential purposes but also, in aiming to make the males feel comfortable and accommodated for. Research has shown that being able to convey feelings in one's first language allows for emotions to be accessed and expressed more easily than when communicated in a second language for those who do not speak the second language to a highly competent level (Eilola et al 2007). This may also be seen as in keeping with the right of victims to understand and be understood (Ministry of Justice 2020).

Diverse Communities:

When working with diverse communities, understanding and recognising that diversity as a police officer is very important (Black and Kari 2010). Success in policing diverse communities begins in training (Basham 2014) and this was true for this incident as in training I heard from trainers and colleagues who expressed their firsthand experiences in coming from culturally diverse backgrounds and the challenges in not feeling included in UK culture. This then helped through giving me an awareness of these issues and as such, striving to make extra effort to reach people from diverse communities who may be feeling excluded through accommodations such as a translator to ensure full understanding without the need for them to work harder to understand the language I speak.

I used the interpreter service to take first accounts of the incident from the males, establishing key details in order to aid investigation and manage risk without taking a longer period of time required for obtaining statements. I was also concerned with the ethical element of taking a statement from the male with the head injuries as the victim appeared unwell and as such I felt that I would be neglecting my duty to safeguard him and that he would not be able to provide a clear account which may hinder the case in future. As I had identified this male as a victim at this point, I also had a duty to refer him to relevant support (Ministry of Justice 2020) which in this case, included medical aid. When taking the first account of the other male, it became apparent that he had also been a victim of an assault. As such, I then had a duty to also treat him in line with the victim's code such as to have details of the crime recorded without unjustified delay (Ministry of Justice 2020). I had already been striving to treat him with respect and reassure him that his account was being noted but took extra care in doing so.

While obtaining first accounts, I was checking in with the injured male and paying close attention to his welfare. Throughout, the males were both becoming upset and frustrated periodically. This was challenging to navigate through an interpreter, particularly as I was keen to complete the accounts as quickly as possible to allow the injured male to receive medical attention. I was however sure to be attentive to the perspective of the victims, considering that they likely wanted to feel heard by officers (Ricciardelli et al 2021) and needed to be able to express their feelings (Stokkom 2013). As such, I used the LEAPS active listening model (College of Policing 2020) to affirm their feelings, validate and reassure and to allow us to move forward. The victims also expressed feeling let down by police in the UK and frustrated that they had only recently travelled to the UK and did not feel protected at a time of need. Research has shown that trust in the police in the UK is extremely low (Dodd 2024) thus it was important for me to act with the upmost care and integrity to counter this. I made sure to ask the interpreter to convey my apologies that the victims felt let down by the initial police reaction and to reassure them that we would be doing our best going forward.

Once permission was given, we conveyed the male to hospital, waited with him until he was triaged and then took the required photograph of the injury. I checked in with the male and made sure that he understood what was happening, along with explaining the issue to the medical staff. I made sure that the male had his friend with him prior to officers leaving. I handed the victims a written note with the relevant information when they got back in touch with officers once fit and well. Both males were happy with this, and I left the hospital, updating the relevant Detective Sergeant to ensure that officers best trained to investigate the offences would be working with the victims.

In conclusion, this incident provided me with a great opportunity to learn about performing my role as a police constable whilst dealing with competing issues of legislation, culture and language. I feel that I took initiative in considering how these factors would impact the victims and put in place the appropriate measures to comply with legislation and guidance despite these challenges. In future, I would consider taking a more structured approach when including the interpreter to ensure that the victims understood the process. This would have saved time and confusion when the victims wished to provide a longer account while I was keen for the victim to receive medical assistance once initial details confirmed.

Word count: 1816

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

As a police officer, the diverse nature of the challenges and situations that we encounter means that officers need to have a diverse portfolio of skills at their disposal when applying law and legislation in response to incidents. Initial police training programmes with examinations such as those provided by this university aim to equip student officers with the necessary knowledge of such laws, legislation and basic skills needed. However, in order to select the most appropriate course of action when encountering real life situations as a police officer, strong decision making skills are needed coupled with the ability to utilise discretion where appropriate. There are a number of overarching models and policies that aid officers in doing so such as the National Decision Model (NDM) (College of Policing 2013 A) and Code of Ethics (College of policing 2024). This essay will incorporate these concepts in the discussion of a policing incident that I attended which required strong decision making and discretion. Following the discussion of the incident, there will be a critical review of my role in the incident, particularly my responsibilities as per the CPIA when undertaking the investigation.

This essay is a reflective piece that will utilise Kolb's experiential learning model (1984) (Christopher 2015). Kolb's model places a great emphasis on the experience phase,

moving to recording and documenting the experience to allow for critical reflection, leading to setting out what is next. This essay will follow these steps, as the 'experience' stage has already taken place in real time but will be documented here. There will then be a critical reflection of the actions taken and why with the conclusion outlining what is next.

Experience and documenting:

I became aware that there was an emergency call to a local authority accommodation for children, reporting a violent episode. I attended the address and was met by two female members of staff stood at the front door. These women were crying, visibly shaken up and were keen to tell me what had happened. I worked quickly to gather information and intelligence, ascertaining whether violence was still ongoing and where the offenders were. Once I established that the violence was not ongoing and that the suspects were calm and secure in their rooms, I was able to assess threat and risk as relatively low due to the young age of the offenders, no mention of weapons, offenders safely contained and a number of officers at the scene to respond to any issues should they occur. I was sure to maintain reflections on this risk assessment and be prepared for it to change. This ability to conduct dynamic risk assessments (College of Policing 2013 B) and to continue cycling through the NDM is important as a police officer as the situations we face are prone to change and thus, we must also be ready to adapt our response.

In considering my powers and policies I recognised that my first challenge may be in entering the premises. Utilising my communication skills, I asked the victims for permission to enter and speak with them about what had happened. The victims were happy for me to enter and so I did not have to utilise police powers to enter. The victims disclosed that two of the children in the address had become very angry, ran into the staff office and had hit both staff members in the process. One of the victims disclosed that she was pregnant and had been elbowed to the stomach during the incident.

Upon listening to the victims' accounts, I was able to quickly identify that the offence of assault had taken place. I asked further questions to establish the level of injury sustained during the incident as this can change the specific offence when referring to an assault. The victims confirmed that they had no visible injuries and were not suffering any pain as a result of the incident. As such, I identified that offences of battery (Section 39 Criminal Justice Act 1988) appeared to have taken place.

When discussing injuries with the victims, I encouraged them to seek medical attention if they had any concerns and particularly stressed to the pregnant victim the importance of her seeking medical attention due to being elbowed in the stomach when pregnant.

Critical reflection:

In considering what action I should take in response to this it was key to consider legislation relevant. In this case, it was clear to me that Section 24 of PACE (1984) had been satisfied

as I had reasonable ground through the victim's accounts to suspect that an offence had taken place and that the named suspects were responsible. This meant that part of the criteria for an arrest to be lawful had been satisfied. However, although an offence had been identified, it was important to consider whether code G of PACE (1984) was satisfied. It could have been argued that Code G had been satisfied as an arrest may have been necessary to prevent further harm, protect vulnerable people such as the other children in the premises or to allow for a prompt and effective investigation through speaking with victims and witnesses without the suspects present.

However, it was vital to utilise my decision making and discretion in choosing how to respond to the offence. This was particularly challenging due to the complex nature of the circumstance in that victims had been assaulted, other children and victims were still present at the scene presenting a possible risk but the offenders were vulnerable in their own right due to being children in local authority care. The victims also informed me that both offenders had behavioural issues, increasing their vulnerability.

A person being vulnerable simply means that they are unable to protect themselves from harm or exploitation (College of Policing 2021) and as such, does not necessarily mean that the person is not a threat to others. As such, officers must conduct a risk assessment even if an offender is identified as vulnerable and that fact alone does not prevent officers from needing to take positive actions such as arresting that person if necessary. Despite this, I was keen to consider my decision in a wider context including the immediate and long term impact on the offenders, the impact on staff members and other children and what outcome the victims looking for.

The victims were clear that they did not wish for the offenders to be arrested and instead, simply wanted some action taken to prevent these kinds of episodes in future. Taking this into account, coupled with my own risk assessment, I decided that the most appropriate course of action would be to invite the offenders for a voluntary interview and progress the relevant youth referrals for them. The victims were very happy with this and one of the victims agreed to provide a statement at a later date whilst the other victim did not wish to provide a statement at all. I made arrangements and met with the victim who wished to provide a statement, working with her to compile a full account of events in the form of a witness statement.

Criminal Procedure and Investigations Act

When investigating offences such as the one outlined in this case, police officers have a number of obligations documented in the Criminal Procedure and Investigations Act (CPIA 1996). The overarching theme of the CPIA is that police officers must work to identify and investigate all reasonable lines of enquiry, including evidence that points towards and away from an identified suspect (College of Policing 2023). The guidance also states that any such relevant information must be recorded and retained. The CPIA highlights the importance of swift action when investigating crime in order to capture key evidential

opportunities. Coupled with the Victim's Code (Ministry of Justice 2020), the CPIA also sets out that victims must be treated with respect and fairness.

Within this investigation, I have ensured compliance with CPIA to the highest degree possible. This began as soon as I attended the scene, being sure to treat the victims with respect and compassion through providing them with my attention, showing sympathy and empowering them through explaining how valued their input on the next steps were. My initial actions at the scene were also in compliance with the CPIA as I began initial enquiries at the scene, such as taking signed first accounts in my electronic pocket notebook, establishing levels of injury and seeking evidential opportunities such as the presence of cameras or witnesses at the address. I ensured all of this was detailed clearly in the occurrence entry log. I also paid close attention to my obligations under the CPIA when taking the victims statement as I spent time with the victim to work through a thorough account of events which will then point to investigative opportunities and provide an agenda for the suspect interview to take place in the near future.

This investigation is ongoing as a part of my workload. I am in the process of arranging a voluntary attendance interview for the offenders which will also require an appropriate adult due to the offenders being children. I have spoken with my supervisor about this case and prepared the relevant materials for the referrals to be submitted when appropriate. I have been making regular contact with the victim to provide update and have recorded all of the actions taken in this case on the OEL.

What's next:

In conclusion, I feel that this incident challenged my understanding and application of discretion and decision making due to the complex nature of the offender victim relationship, the vulnerabilities of the offenders and the wishes of the victims. I believe that I utilised discretion to balance legislation and my responsibilities under the CPIA with the most appropriate actions for all parties involved. In future, I would consider taking more extensive details at the scene such as contact details of the offenders and availability to allow for a quicker process in organising and completing the interviews. In future, I will also spend time documenting my decision making process in my electronic pocket notebook in order to detail the considerations, risk assessments and rationale in similar scenarios where discretion is required. This is important as these decisions can be scrutinised and I feel that detailing a rationale would provide a more rigid explanation of the actions I took.

Word Count: 1720

Task 5

Independent Patrol Staus confirmation – equivalent to 1,500

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

Bibliography

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

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