

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Nikki-Jay Bird

**Learner's University Registration Number:
2134311**

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	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the 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:

Stress and Resilience Strategies.

During this essay I will be reflecting on the various strategies that I used to develop both resilience and minimise the stress that came with being attested as a police officer. As this is a reflective essay, I will be using Borton's model of reflection (Borton, 1970). The reason I will be using this model is because it is a straightforward and an easy to implement model. The model uses three headings, the first being "what?" this is used to outline the area that you are reflecting on, so for this essay that will be stress and resilience and how important the management of these two areas was. Then we move onto, "so what?" this area is an analysis of the event, so for this essay this will look into the methods and tools that worked for me to cope with stress and develop resilience for a policing context. The final part of the reflective model is the "now what?", this will be the most reflective part of this essay where I will be comparing and evaluating the strategies that I have used. It will also give me the opportunity to discuss what worked for me and what did not. This will allow to gain an understanding of what I will continue to use as I progress and my level of experience changes.

What?

When talking about stress in a policing context there is both the mental and physical stress that the role entails. Stress in its most basic form is how our body can cope with varying situations and how it responds to that situation. *"Stress is a choreographed state of events, not a mere psychological term, and is encountered by all individuals during a period of illness."* (Hans Selye, 1907 -1982)

Resilience again in a policing context is very important as the situations we attend and the emotions that a police officer goes through on a day-to-day basis are completely different from what a normal member of the public would go through.

With what police officers go through there is a lot higher chance that different types of post-traumatic stress disorder can be common among police officers as they are faced with varying levels of traumatic events almost as a daily occurrence.

So What?

One of the first tactics that I used that would not only help me relieve stresses that I was facing day to day but also would help me to carry out my role as a police officer better was going to the gym and exercising. Throughout training and now that I am on BCU I aim to attend the gym two – three times a week if not more. Out of the days that I do go to the gym I aim to do at least 3 hours a week solely focused on cardio. *"Research shows that physical activity can also boost self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress"* (NHS, 2021) This has helped me relieve stress and have an outlet outside of work. Not only does going to the gym help relieve stress as it is proved to release endorphins that help lower stress levels. But being more focused on cardio during these sessions and not only running on a treadmill but adding incline and distance to each run. This helps build physical and mental resilience, as spoken about in the last section resilience is an important attribute to develop as Policing as a profession requires the ability to be physically and mentally resilient.

A further method that I have used to help me relieve stress and to decompress is a hobby that I have been a past time for me for a long time. This activity is playing video games, video games have been a hobby of mine for many years and something I regularly use to unwind. Video games allow me to take my focus away from the day-day stresses that are faced when working on response. Playing video games also has a lot of other benefits that may not relate directly to policing such as hand eye coordination and communication skills from playing competitive games. *"Gaming has also had a positive impact on the mental health of those surveyed."*

Lots of young people felt playing video games helped them deal better with stressful situations and negative emotions” (BBC, 2020). Another benefit that I find playing computer games have had for me is learning how to properly type which has improved my productivity as my typing speed has increased.

Now What?

The above strategies and activities listed are not the only strategies that I have used during my first six months to prepare me to start working on response, but these are the strategies that I have found that work for me. The above listed are methods that I have also used in my past studies. A big part of working on response and during training was using a PC to complete different tasks and lessons. Furthermore response a PC is used to update calls. The balance of going to the gym and playing video games is something that I have had to develop as too much screen exposure can leave me with repetitive strain injury. Added to this too much activity in the gym could also leave me prone to injury which in turn could stop me performing as expected for a PC. This makes understanding the balance very important.

Word Count - 909

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

Due to the nature of policing and in particular response policing, conflict of some kind is present at most incidents that police attend. These types of conflict can range from just basic verbal conflict that has occurred because an individual's emotions are heightened due to the nature of the incident. To physical conflict that can also be due to heightened emotions but also the added police presence at these incidents can add to this. South Wales Police and policing have certain rule, regulations and legislation that must be followed during conflict situations that the officer responding must dynamically risk assess these situations and deal with them depending on the threat, risk, and harm that an individual or group may be subject to.

In relation to use of force within South Wales Police as a officer if force is used in any way whether that be any form of restraint, handcuffing or to the use of taser. One policy is that a use of force form must be filled in. These stats and figure are open to the public so anyone can see these figures. (South Wales Police 2023) When using force we are taught to JPLANE everything and this is a form of dynamically risk assessing an ongoing situation and is part of the National Decision Making Model (College of policing, 2013) JPLANE stands for, Justified, Proportionate, Lawful, Appropriate, Necessary and Ethical. This means that before force is used all these points must be hit.

During this essay it will look at an incident that involved not only just verbal conflict but also physical conflict in some way. With the incident that will be looked at in this essay there will be a reflection on how South Wales Police rules and regulations effected the decisions that were made to resolve the incident.

To critically evaluate the incident that we will be looking at in this essay I will be using Betaris Box to allow me to evaluate the behaviour displayed in this incident and how my behaviour and communication style had to adapt to the unfolding situation. I will also be using Gibbs reflective cycle(Gibbs, 1988, p.49) to reflect on the incident as a whole and how I could improve if a similar incident was to happen again.

Betari's box model and theory's origin in unknown but illustrates how one persons behaviour and attitude can directly affect other people behaviour and attitude to a situation. As people we take influences from different people day in day out drawing and learning from others behaviour.

Description

The incident that will be looked at during this incident will be an incident that happened during and after dark shift. The After dark shift are shifts that take place in areas where there is a significant night-time economy

and police resources are placed in the area to support local business and to prevent any crime that takes place during these times. The majority of emergency calls that the police receive are through 999 but this incident was an incident that we came across as we were patrolling in the city centre.

As we were patrolling, we came across a lady who appeared highly intoxicated and who we would deem as being vulnerable at this time. This lady was walking with a crutch and could barely hold her own weight. *"A person is 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"* (College of Policing 2016) It was at this point that we decided to interact with the lady and offer our support in getting her to her hotel in the city centre. This lady was very upset as we were supporting her back to her accommodation, she was showing very irregular behaviour by constantly looking over her shoulder and stating that she did not want her husband to see her with police officers. This lady was not interacting with us when myself and other male officers were around but would interact with our female colleague. As our presence appeared to make the female more irate the decision was made for us to patrol just in front of our female colleague and this female.

During the time that we were supporting this female back to her accommodation she disclosed that an argument had taken place between her and her husband. This would class as a domestic incident to South Wales Police. A domestic incident happens between for example two family members over the age of 16. South Wales Police Policy is to take positive action when a domestic incident happens *"The force has a domestic abuse positive action policy which places obligations on staff to take positive action to safeguard the victim"* (HMIC 2014, P12) This is often for one of the parties to stay at a different location for a cooldown period.

Feelings

This being South Wales Police Policy I was already at this point thinking that we need to take positive action by first locating the other party. From speaking with the female involved we did know that they both lived together not too far from the city centre but had been staying in a hotel near by. This means that the positive action that could be considered would be one party to be conveyed to their home address for the evening while the other would stay in the hotel therefore allowing that cooldown period.

During this time the other party had found us but again as this was a domestic incident it is Policy to separate both parties to get an understanding of what had taken place without one party being influenced by another. The female's behaviour would have suggested that the male would have been very volatile towards police but with this in mind when the male presented himself I managed to walk a distance away with the male and discuss his evening with him in a calm way and not raising any need for him to concern over the female involved. During this conversation he also disclosed that they had a verbal argument where his wife has then walked off.

Conclusion

Normally in this occasion as there was only a verbal argument if both parties were happy then they would be allowed to go back together but the female had also disclosed multiple domestic incidents varying in severity and some of these incidents contained offences. The female also disclosed that she believed that the male's behaviour would escalate further if they were left alone.

With this new information the decision was made that the positive action we would take would be to allow one of the parties to stay in the hotel and then allow another one to go back to their home address. With this we would have to be cautious on how we deliver this information as this could cause their behaviour to become worse. It was decided that the male would be told and then walked to the hotel to make sure that we could allow the female to get into a taxi. But as we delivered this information the male stated that this is something that happens every time the two go out and consume alcohol. But the male was very compliant and was open to going back to the hotel if his wife was taken home.

Action

At this point the female became very irate and started to try and push past officers to get to the male. As officers attempted to calm the female down the male was getting upset and did not want to leave. During this incident we were very aware that the male may become volatile our guard towards the female had dropped but she was the one being aggressive on this occasion almost catching us off guard. Attempts were made to use tactical communications to calm the incident and calm the female down, but this was unsuccessful.

The five step appeal approach which is a ***“model provides officers and staff with a way of dealing with resistance, and involves them giving the person every chance to comply with their requests.”*** (College of Policing 2020).

The Five step appeal is a conflict management tool which consist of the following.

Step 1 – The simple approach

Step 2 – The reasoned appeal

Step 3 – The personal appeal

Step 4 – The final practical appeal

Step 5 – Take action.

(Tom Johns, 2020)

and appeal to her as she was causing a disturbance in a public place but again this proved unsuccessful. The female was therefore arrested for being drunk and disorderly this would fall under the 5th point of the 5 step appeal of take action.

On looking back on this incident as we were expecting the male to be volatile this left us unprepared to the female becoming the aggressive one. Looking back this shows that every incident needs to be dealt with as a new incident. During training we were taught ABC which stands for Assume nothing, believe no-one and challenge everything (Blackstone's handbook, 2023, et al) and this ties into this incident very well as we should have gone onto the incident with more of an open mind.

In this incident we assumed that the male would be the aggressor and in fact it was the female who was the aggressor in the relationship. If an incident was to arise that was similar in nature to this one I believe a more open minded approach would need to be taken. The females behaviour of constantly looking over her shoulder and being on edge had therefore made us as officers on edge which did not help the situation. This links in with Betari's box as the females behaviour and attitude was not only having an affect of us but also on her husband as he was more on edge and upset because of her behaviour and attitude.

Also the incident as a whole lasted around two hours and I believe that if a quicker approach was taken it would have prevented the female in the incident from becoming aggressive. As a decision was not made sooner on what to do with either party this gave time for the incident to develop and become hostile. Ideally if the resources were available there should have been two officers with the male and two with the female as in reality there was only one with the female which allowed the female to attempt to get to the male.

This incident was dealt with in line with force policy to take positive action during a domestic incident. It is important when dealing with any incident that arresting an individual is not the go to resolution and other resolutions are considered before arrest. This is where there 5-Step appeal comes into play, you exhaust all other options before resorting to arrest.

Word Count - 1847

Task 3

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

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

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

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

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

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

ANSWER:

There has been a drive on victim focus and treating victims correctly over the last few years. In 2018 the Government introduced a new Victim's Strategy (Ministry of Justice, 2018) which is a response to improve the service and support that is offered to victims of crime across all actions from the Criminal Justice System. Following this the College of Policing introduce a new 'Victims Code of Practice' (College of Policing, 2021) This code of practice outlines key changes in the way that victims are dealt with by Police forces across the country. Mainly this Code of Practice outlines 12 rights that a victim has and during this essay I will be looking at incident I attended as an initial response and how we adhered to these rights. Every incident we go to we go in with the mindset of being victim lead and what is meant by this is if the victim does not want to provide a statement of complaint for a low-level offence but does still want some sort of actions then we have alternate means to deal with an offender such as Restorative Justice or Suitable Words of Advice.

During this essay I will be looking at an incident that I have attended, and I will be reflecting on how I dealt with this incident along with the legalisation, social issues, culture and Language issues that arose during the incident. The incident that we will be looking at is one I attended with my tutor during my tutorship, even though I was with my tutor this incident was of a kind that neither of us had dealt with before. We received a call from a 19-year-old girl who wanted to report her ex-boyfriend who was a year older than her for domestic abuse during their relationship. What complicated this incident was that some of the disclosures made were when this female was under 18. As the victim was over 18 there was no need for an appropriate adult. An appropriate adult is there to make sure the person they are helping understands what is being asked for them. She did disclose that she had learning difficulties and wanted her mother present.

During the time we were taking an initial account from the female she disclosed multiple offences that ranged from assault, coercive control, malicious communication, voyeurism to sexual assault and rape. The female also disclosed that she was pregnant with her ex-boyfriends baby. With all the information that she had provided us it was decided that she would be classed as a vulnerable victim as she did state that she was intimidated by the male. "A person is 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" (College of Policing 2016). This initial disclosure lasted a few hours due to the nature of the offences that were disclosed. The most pertinent offence would be the rape offence that was disclosed. Also as the two were in a relationship and

known to each other this incident was dealt with as a domestic incident. For the initial account it was important that we covered all points to prove that the victim did not give consent. The definition of rape is as follows.
“A person (A) commits an offence if –

- (a) He intentionally penetrates the vagina, anus or mouth of another person (B) with his penis,
- (b) B does not consent to the penetration, and
- (c) A does not reasonably believe that B consents.” (Sexual Offences Act 2003)

As a force South Wales Police is Victim lead, we needed to understand what the victim wanted to do and whether she was willing to provide a statement and support police action. Due to the nature of the offences that were disclosed and the matter that the incidents were during their relationship the matter would have to be handled as a domestic incident positive action would need to be taken and the male would have to be arrested and interviewed for the offences that were disclosed.

At the time the victim was unsure whether to provide a statement as she was afraid of the male and was only now remembering incidents in the relationship. It was decided that if the victim agreed to provide a statement using the ABE process. “Achieve Best Evidence” was considered because of the circumstances and the victim stating that she was intimidated by the male. This means that the female would qualify, and an ABE trained officer had decided that a ABE interview would be better as this would give the victim the opportunity to give her statement in the way of a video interview. Further the victim did state that she was not the best at putting certain things into writing so this would be the best way to get the information from the victim.

The first point in the victim’s code of practice “To be able to understand and to be understood” (Victims code of practice 2021) As the victim’s first language was English but she did prefer to speak over writing her thoughts down a video interview was conducted but a specialist trained officer. The victim also has the right from first contact this is why myself and my tutor dedicated that time to the victim meaning that we turned our radios down and let the victim take her time. This also links in with the second right that a victim is entitled to is to have the details of the crime recorded without unjustified delay. This is why we spent as much time with the victim as was needed to make sure victim could report what she needed.

The third right is to be provided with information when reporting the crime this includes being provided with the crime reference number which is often given at the first point of contact. We also gave the victim details on offences that she disclosed and why they are classed as crimes. The third right also covers the criminal justice process and what will happen next. This is where we told the victim if she was to provide a statement then she could be called to court. As the victim stated that she felt intimidated and was a vulnerable victim she was eligible for special measures.

Special Measures are means that can be put in place for vulnerable or intimidated witness to allow them to give evidence in court and feel safe doing so. When discussing Special Measures with the victim she stated that if she was to give a statement, she would be happy as long as she could do a visual recorded interview which consist of a trial live link that can be used when the victim is cross-examined by the defence (CPS 2021) As part of the third victim right was to be provided with information for support services. The support services that we gave that were relevant to this incident was Women’s aid, live fear free.

The fourth right South Wales Police victim support referral. This is a service that is offered to all victim so if they have been affected in anyway due to the nature of a crime then victim services can offer support and lease with third party agencies to get the victim the support they need. Victim support states on their website “*The police recorded 5.4 million crimes in England and Wales in the year*” (Victim support, 2023) This service has proved invaluable as it can offer free and independent support to victims of crime.

A further referral that can be offered to a victim is a Public Protection Notification Report and these are submitted for victim that are in immediate risk of harm. Even though the male and female did not live together the male did know where the female lived so we deemed it necessary to submit a PPN (College of Policing, 2022). DASH or domestic abuse risk assessment is a series of questions that are completed on initial contact.

These questions allow the officer responding to make an assessment on how at risk the victim is. If the victim consent to these questions, then they will be shared with relevant agencies so that they can support the victim.

Due to the nature of the offences disclosed this incident was handed onto the Rape Investigation Team who have specialist officers that can assist with the investigation and support of the victim that response cannot deal with. The final points in the victim rights cover the trial, support after prosecution and the final right is for the victim to have the right to make a complaint and have their incident reviewed at any point if they feel it was closed.

During this part of the essay I am going to reflect on how the Policing Code of Ethics played an important part in this incident and how it underpins everything we do as police officers. There are nine Policing Principles that have been developed by the College of Policing (College of Policing 2014) These nine principles are guidelines that police officers should use. Not all nine principles relate to each incident but the ones that were relevant to this incident will be looked at in this part of the essay.

One of the first policing principles that apply to this is accountability college of policing states that accountability is "*You are answerable for your decisions, actions and omissions.*" (College of Policing, 2014) the reason that this applies to this incident is being answerable to the decisions we made which includes allocating enough time to get a detailed first account, to give the victim the right support referrals. The omissions' part is relevant to this incident as me and my tutor both wrote very detailed disclosure statements that went in detail with what the victim had disclosed to use. This was done just in case the victim decided that they did not want to provide a statement.

A further principle that applies to this incident fairness and the reason this principle is so pertinent for this incident is because the victim was vulnerable and struggled to talk through the incidents was to allow the victim time to put what happened in her own words and not rush her in anyway. The next principle that is relevant to this incident would be openness and college of policing states "You are open and transparent in your actions and decisions." (College of Policing, 2014). Being open and transparent with actions and decisions that will be made during an incident such as arresting someone or letting a victim know that the suspect has been arrested is an important part as the victim will be informed the whole way through. It would be the same if you feel at the start of an incident, you feel that there would be evidential difficulties.

Overall with South Wales Police being a victim lead force I believe me, and my tutor handled this situation and incident very well even though neither of us had dealt with an incident this complex before. This incident had Legislative, Victim, and policing principles decision within it. If a similar incident was to take place, I feel that I would be confident that I was doing the right things. The only thing that I would do differently would be to take more breaks when speaking with the victim as this would allow us to get more information for the first account. The detailed first account that we did take was enough for the Rape Investigation Team to progress the matter.

Word Count – 1939

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

When deciding whether to apply to work as a police officer some of the main qualities that are looked for during the application process would be good decision making and some form of leadership qualities. The reason the two are so important and go hand in hand together is that as a police officer you can deal with a lot of high tense situation where you do not have a lot of time to decide on a plan of action. The reason that leadership goes hand in hand with decision making is because at a incident you may be the one to decide the plan of action and if there is other officers with you then you will need to direct them as to what you want them to do. A tool that has been developed by the College of Policing is called The National Decision-Making Model (College of Policing, 2013) even though this is not the only decision-making tool that officers can use but it is the primary one that underpins most decisions made. During this essay I will be looking at an incident where I utilised the National Decision-Making Model. The National Decision-making model itself can be used as a reflective tool. This essay will also look at the policing code of ethics and how within an incident discretion has been used in the incident. Finally this essay will look at CPIA Criminal Procedure and Investigation Act and I will be using this to understand the responsibilities that this legislation has in place for officers.

The incident that will be talked about in this essay is an incident that I attended in my tutorship. This incident was again an incident that was new to both me and my tutor so we would be getting advise from our supervisor most of the way through. This incident was reported by a member of public as they stated that they had seen a man in his 40's dragging a nine-year-old girl through the street by her hair. On arriving in the area of the incident we detained that male so we could understand what had happened. Also present was the mother of the nine-year-old who stated the male was her husband and the child's father. The RP who was very upset and wound up, a witness who knew the subject and his family. Our priority was to make sure that the child was ok and had no injuries to which she did not, but the RP pointed out mud on her knees and scuff from where her father had allegedly dragged her up the street.

As during this essay will be using the National Decision-Making model as a reflective tool, first this essay will look at what underpins all decisions within a policing context and is located at the centre of the NDM model is the policing Code of Ethics (College of policing, P3, 2014). The code of ethics covers the 9 policing principles

that were looked at and how they apply to a incident. The Code of ethics also looks at standards of professional behaviour to which there are ten that a police officer should always display. The standard of professional behaviour covers honesty and integrity, use of force, confidentiality and conduct in general. The next part of the National Decision-Making Model is gathering information and intelligence. The NDM is a model that helps officers make decision but not all the relevant information may be available at the start of an incident and more information may become available at a later stage, the NDM can be 're-spun' and decision can then be made of the new information. The information that was available to us at the start of the incident was an independent witness stating that he saw the male dragging the female through the street by her hair. A phone video of the child running away upset and scared and finally a witness stating that she saw the child running away.

The NDM then goes onto the next point which is to assess threat and risk and develop a working strategy. The male was compliant and did not say anything to us on scene. But as this incident was between a father and daughter, so there was a potential risk of immediate harm towards the child. As the information we had at the time was there a potential that the male could do more harm to the child. As the mother was on the scene it was deemed safe to allow the child to go home with the mother.

The next part of the NDM is to consider powers and policy. At this point the powers that were available to us would be to arrest the male as under the (Police and Criminal Evidence Code G 2012) outlines the necessity a officer must have to arrest. Only one necessity is needed to arrest a suspect, the necessity's that we had during this incident were to allow a prompt and effective investigation. This necessity allows officers to arrest a suspect to give them time to investigate the offence and to carry out enquiries without there being a possibility of the suspect tampering with evidence. The second necessity that we had at the time of arrest was to protect a child or vulnerable person, as we deemed that there could be a potential further risk to the child if the male was not arrested.

The male was arrested for common assault (section 39 Criminal Justice Act, 1988) previously there was a defence to assault on a child of legal chastisement which allowed parents to discipline a child by smacking them. This was covered under section 58 children act 2004 as 'reasonable punishment'. This was then banned in 2022 in Wales which did not allow parents to use this as a defence.

Identify option and contingencies and then take action and review what happened is the next two parts of the NDM. These both go hand in hand as our options were to arrest the male so that an interview could be conducted to allow the male to give his version of events. And take action was the arrest of the male. After the male was arrested, we carried on completing enquiries and we interviewed the male in relation to the offence. This is where we then had to 're-spin' the NDM as after the interview the male stated that his daughter was acting out as she was not allowed to go with a friend so he had picked her up off the floor, where she has then dropped all her weight to the floor and he has tried to stop her from falling. The male stated that the child was crying because he would not let her go with her friend. On speaking with the witness he had not actually seen the male dragging the female through the street but hear a commotion and then seen the male picking up the child. The video that we had only showed the female crying and running away. A further enquiry was made with the mother of the child who stated that the suspect would never hurt his children and he is normally the soft one so the child knows that he will let her get away with most things. This incident was a complex incident to deal with from start to finish. Legislatively the offences were straight forward as an assault. If a decision was made to move forward and prosecute the male then CPIA would dictate the disclosure process that the prosecution would use in relation to disclosing information to the defence. During disclosure if there is evidence or unused material that is not relevant then this would have to be decided whether to be disclosed to the prosecution or not. The disclosure process is an important part of providing a fair trial in the UK. When deciding what needs to be disclosed to the defence there is certain disclosure criteria that must be met or the trial could be placed in jeopardy. If a file was sent to the CPS or the crown prosecution service then the following would be an example of what would have to be disclosed. For example the custody record which outline how the defendant has been treated during their stay in custody. This is often one of the first pieces that is disclosed to the defence as this is normally given to the solicitor during the interview.

In relation to this incident it was a very complex incident that we spent a whole shift dealing with from start to finish. With the help of my tutor and supervisor who both had not dealt with a incident similar to this we took our time and used the NDM to help with our decision making throughout. So at the end of the interview and our enquires we reviewed all the information that we had and would have to come up with a decision whether the male should be put forward to the CPS to be charged. If this was the case then Bail conditions would be

put in place for him not to contact or see his family for up to three months. This is a decision that would not be taken lightly as the mother would be the only one caring for the child. The other option would be to use our discretion and to educate the male in relation to the law surrounding legal chastisement and not send the file to the CPS.

The college of policing put discretion under the national decision-making model as this would come under the take action part of NDM which will allow an officer to use discretion as an alternate to arrest. There is evidence that the college of policing states there is a direct link to allowing officers to use discretion to staff wellbeing, job satisfaction and commitment (College of Policing 2022)

During this incident we decided that we would not send the file to the CPS as from all the information that we had gathered the male was attempting to pick his child up from school where she had then acted out as he did not allow her to go with her friend. As she dropped he has attempted to stop her from falling where the witness has then come out. The female had no injuries that indicated that she had been dragged across the floor. The Mother backed up what the male said in interview that the father was the soft one who normally allows their daughter to do what she asks, so this could be the reason that she is upset because she would expect her dad to let her do what she wants but in-turn he did not which shocked her.

The decision was made to no further action the accusation against this male as we felt that it would be more detrimental, and the CPS would not approve a charge due to the lack of evidence. Overall I feel that this incident was dealt with appropriately and we took action based on the information we had at the time. This is a great example on how the NDM can be 're-spun' at any point with the new information that is provided.

Word Count – 1881

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Specific Achieve a good level of balance between response work, managing caseload and completing university work on time and to a good standard.	Measurable, Achievable, and realistic – The way that this will be measured is with how I manage my stress levels, getting university done on time and maintaining a consistent level of work on my case load and not getting overwhelmed. If I am not successful at this then this will quickly lead to added stress and burnout.	If I am struggling with my case load and completing workload, I can ask my sergeant who I have already asked and will allow me time during shift to not respond to calls and to complete work when need.	Timely This is something that will become apparent as the course progresses and more apparent when my second workbook comes around.
Specific Utilise discretion when appropriate to allow me to work more freely and become better at decision making	Measurable, Achievable, and realistic This will be measure by the way that I deal with incidents and how my decisions affect the outcome of certain incidents. This will be achieved by always utilising the NDM to allow me to make decisions appropriately.	I have now moved stations from my initial tutorship so my tutor is no longer available to consult with but there are plenty of officers who are willing to help when needed. My Sargent is also available for real time advice when needed.	Timely This is something that will be apparent in the long term as feedback is something my Sargent gives regularly but also with reviews that will happen throughout he rest of my tutorship.

Specific My final goal would be to make it through my probation period that will allow me to move away from response or stay depending on how I enjoy response.	Measurable, Achievable, and realistic This will be measured by my workbook's being submitted on time and completing my operation competency portfolio each time which there are specific incidents that need to be completed that will allow me to develop and find a area of policing I enjoy.	The support that will allow me to do this will be a combination of all those involved, this will be my mentor which is other officers in my station, my sergeant and also the university if I need support in any of the areas that will lead to me completing my probation	Timely This will be achieved by the successful completion of my probation
---	---	--	---

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.

Borton, T. (1970) Reach Touch and Teach. New York: McGraw-Hill Paperbacks

Blackstone's handbook for policing students 2023 Dominic wood, Sara Bradshaw, et al

BBC (2020) New research suggests playing video games has lots of benefits. Available at: [New research suggests playing video games has lots of benefits - BBC Newsround](#) (Accessed on: 08/01/2023)

College of Policing (2013) National Decision Model. Available at: [National decision model | College of Policing](#) (Accessed on: 12/01/2023)

College of Policing (2014) Policing Principles. Available at: [code_of_ethics.pdf \(college.police.uk\)](#) (Accessed on: 20/02/2023)

College of Policing (2022) Understanding risk and vulnerability in the context of domestic abuse. Available at: [Understanding risk and vulnerability in the context of domestic abuse | College of Policing](#) (Accessed on: 19/02/2023)

College of Policing (2020) Conflict Management Skills. Available at: [Conflict management skills | College of Policing](#) (Accessed on 10/04/2023)

College of Policing (2021) Victims Code for Policing. Available at: [Victims' Code for policing | College of Policing](#) (Accessed on 20/01/2023)

College of Policing (2021) Introduction to vulnerability- related risk. Available at [Introduction to vulnerability-related risk | College of Policing](#) (Accessed on 05/04/2023)

College of Policing (2022) Supporting professional Discretion in decision making. Available at: [Supporting professional discretion in decision making | College of Policing](#) (Accessed on 05/04/2023)

College of Policing (2023) Working with victims and witnesses. Available at: [Working with victims and witnesses | College of Policing](#) (Accessed on: 21/01/2023)

Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. London: Further Education Unit.

(Hans Selye, 1907 -1982)

NHS (2021) Benefits of exercise. Available at: [Benefits of exercise - NHS \(www.nhs.uk\)](#) (Accessed on 14/02/2023)

NPCC and College of Policing (2016) National Vulnerability Action Plan 2018-2021 – P9

Police and Criminal Evidence Code G 2012

Section 39 Criminal Justice Act, 1988

Section 58 children act 2004

Tom John (2020) Behaviour Management the 5 step appeal. Available at: [Behaviour Management: Using the five step appeal \(chartered.college\)](#) (Accessed on 01/04/2023)

South Wales Police (2023) Use of Force. Available at: [Use of force | South Wales Police \(south-wales.police.uk\)](#) (Accessed on 03/04/2023)

HMIC (2014) South Wales Police's approach to tackling domestic abuse. Available at: [I am the title \(justiceinspectors.gov.uk\)](#) P12. (Accessed on 14/02/2023)

Victim support (2023) Crime Info. Available at: [Crime Info - Victim Support](#). (Accessed on 12/03/2023)

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed:

Date: