

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality.
- 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.

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 Candidate 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 particularly 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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
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Task 5	Personal study/learning plan	2000
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Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

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

ANSWER:

The role of a police officers is not a role that one can do on their own. For a person to perform in the role of a police officer, they must possess certain traits to be successful. The Collage of Policing (Collage of Policing, 2022) states the skills required to become an effective police officer, we won't go into all of them here but a few relevant ones are "good team working skills demonstrating awareness of individual differences and providing support as required", and "Able to proactively develop effective working relationships with colleagues, partners and other stakeholders, understanding their needs and concerns". But what do these mean? In this essay we will look at theories of team dynamics, why interpersonal conflict can occur within a team and how team dynamics within the police service can result in failing to comply with professional standards requirements.

In today's police forces, officers are expected to work together with the shared goal of preventing, detecting, and reducing criminal activity. Ideally this could be

achieved by taking a group of people and by working as a team, they achieve their goal with a greater efficiency than the sum of their parts. Unfortunately, this is not the world we occupy. There are numerous reasons why a team cannot function effectively together, or even perform worse than if they were not a team altogether. Patrick Lencioni authored a book in 2002 (Lencioni, 2002, pp. 187-190), where he has outlined the many pitfalls that face teams as they try to work together. Lencioni has designed a pyramid model, stating that these pitfalls are often mistakenly addressed as isolated issues, but rather should be addressed as interlaced issues. The model outlines that an absence of trust between team members, leads to a fear of conflict, which in turn leads to a lack of commitment, then to an avoidance of accountability, and finally to an inattention to results.

When Lencioni refers to an absence of trust he states this is due team members not willing to appear vulnerable, to be open about their mistakes and their weaknesses, therefore making a foundation for trust impossible to be built. An example of this is when there are new team members who want to appear in line with the other team members and will “go with the flow”, not voicing any of their own opinions and not committed to any of their own ideas. This leads nicely on to Lencioni’s second pitfall, the fear of conflict. Lencioni states that having a lack of trust means that team members “are incapable of engaging in unfiltered and passionate debate of ideas” (Lencioni, 2002, p. 188). If we think back to the example with a new team member who is unwilling to voice their own opinions, they would be unwilling to put forward their own ideas and having them rejected due to this fear of conflict.

If a team member has been unable to have healthy conflict in the form of honest debate and opinions, and just feigned agreement during the conflict, then their commitment to the outcome of the conflict is not going to be resolute due to not having

a personal stake in the outcome. This is expressed by Lencioni in his third pitfall. Lencioni refers to the fourth pitfall as the avoidance of accountability, whereby the lack of commitment mentioned previously leads to not challenging others where their inputs may be a hinderance to the productivity. As per our example, if the new team member does not have a personal stake in the outcome, then they will be far less likely to want to correct any misdirection other team members take the course on.

The final pitfall as reasoned by Lencioni is the inattention to results. He states that this occurs when “team members put their individual needs or even the needs of their divisions about the collective goals of the team” (Lencioni, 2002, p. 189). This reasoning stands true as the ideal team would work together to achieve a common goal, but any member of the team who has not been putting the common goal first, and otherwise been putting personal or other goals as a priority, has been using the team to achieve their own agenda and will have no interest in the outcome of the team’s common goal. Although Lencioni talked about these five pitfalls as a pyramid, from the absence of trust to the inattention of results, it can also be viewed as a chain, or a loop, with an inattention to results leading to an absence of trust. Where Lencioni talks about any of the five pitfalls leading to diminished team function, what he failed to mention is that any of the five pitfalls will cause the other four pitfalls to flourish along with diminished team function.

Although we have looked at the example of a new team member in the above discussion, Lencioni’s Dysfunctions are not limited to that example only. Take for instance a team member who is not open to criticism. From what we discussed, we can see that this person would fall into the first pitfall, an absence of trust, due to not being honest about their mistakes. Another example would be a team member that is not invested in the outcome of the groups common goal. This person would fall into

the third pitfall of a lack of commitment, and the fourth pitfall of an avoidance of accountability. All these examples can be taken further and followed through all the pitfalls if one views the pitfalls as interlaced.

We cannot look at reasons for teams failing to function without looking at models which promote effective teamworking. We will look to assess two models of team dynamics, namely by Dr Tuckman, and Dr Belbin.

We will firstly look at the model by Dr Bruce Tuckman, which will be referred to as Tuckman's Model henceforth. This model was initially proposed in 1965 (Tuckman, 1965) and consisted of four distinct roles that were essential to have a productive team. The first stage is named *forming* and is the bringing together a group of strangers with the aim of having them work as a highly functioning team. Tuckman describes this stage as when members of the group concern themselves with orientating themselves with each other, leaders, and pre-existing standards.

The second stage is so-called *storming*, and this is when members will have become more familiar with each other, with members personalities and traits becoming more apparent, with potential clashes between members and questioning of the leadership due to beliefs that they know of a better way. The third stage is named *norming* and is so-called due to this stage being where members understand their place in the group, the work to be undertaken, and their fellow members. Members may start being social outside of the group and work can be performed cohesively, which leads us to the fourth stage, *performing*.

The *performing* stage is when all the members have a clear understanding of their own and other members roles and are all working together to achieve the group's goal. Group members should trust one another, and any changes will be decided collectively.

This model tries to summarise how the dynamics of a group changes from the formation of the group to the cohesive nature of an effective group, with the group initially falling into some of the pitfalls mentioned by Lencioni (Lencioni, 2002), to a group which can put inter-personal issues aside and focus on achieving the group goal. The second model we will look at is by Dr R. Meredith Belbin, who presented his findings in his book *The Management of Teams* (Belbin, 2010). Belbin found that there were nine team roles which can be summarised as follows; *Shapers* are members who challenge the team to improve, *Implementers* put ideas into action, *Completer Finishers* ensures that the completion of a task is accurate and on time, *Coordinators* are members who act as a leader, *Team Workers* encourage cooperation between members, *Resource Investigators* engage with outside persons from the team to help the team, *Plants* are members who present new ways of thinking to the group, *Monitor-Evaluators* compares and analyses the options presented to the team by often *Plants*, and finally there are *Specialists* who like their name suggests, provide specialist skills to the team.

Although Belbin found these nine distinct roles in a team, that is in no way to say that any one person is limited to one role. In a police setting, a Sergeant should be taking the roles of a *Shaper*, a *Completer Finisher*, and a *Coordinator* at the very least.

History has shown that it is in our nature to encounter conflict with one another, whether this be wars on a global scale, to a fight in a school playground. In any team, which is composed of human beings, who each have their own thoughts, feelings and personalities, there is a certainty for interpersonal conflict among members. Consider morale, something that military forces for centuries have been trying to keep high; if allowed to drop too low then team members are not going to be focused on the team

goal, which if we refer to Tuckman's Model, means a team will regress from the *Performing* stage to the *Storming* stage, where interpersonal conflict is rife. Also consider the fact that not everyone will have a good relationship with other team members, people will have a difference of opinions. If these differences are related to a team matter, then it is the job of the *Team Workers* from Belbin's Team Roles to ensure that the differences are dealt with appropriately. However, if these differences are founded in personality clashes, then perhaps a different approach is needed.

One model for dealing with interpersonal conflict is the CUDSA approach. CUDSA is a five-step process which was developed to best assist in two parties who are conflicted come to a resolution. Firstly, both parties need to acknowledge that there is conflict and be willing to find a solution, they must *Confront* the conflict. This is followed by the parties listening to each other and being clear about how they feel in the conflict and must come to an *Understanding* for the others position. Thirdly the parties must *Define* what is causing the conflict and accept that potentially both parties may have to compromise their position to seek a resolution. The parties must *Seek* solutions that are mutually beneficial to each party and finally *Agree* to the best solution and implement it.

By utilising and being aware of Lencioni's model, Tuckman's model, Belbin's Team roles, and the CUDSA model, team dynamics can be monitored and adjusted in order to enhance the teams performance.

So far we have looked at team dynamics and how teams can be unsuccessful, and now we will look at the consequences of what happens when teams within the police service fail to comply with professional standards. Police officers have a duty to deliver the highest professional standards to the public (Collage of Policing, 2014). When we looked earlier at Lencioni's model, the first pitfall was an absence of trust

between team members by not being honest about ones weaknesses and mistakes leading to the second pitfall, a fear of conflict. These two pitfalls go against the standards of professional behaviour, namely standard one, to always act with honesty and integrity. The third and fifth pitfalls, a lack of commitment and inattention to results, also go against the standards of professional behaviour, as an officer must be diligent in the exercise of their duties and responsibilities. The fourth pitfall is no different, for if a team member acts against the team goal, and is not challenged by another team member, then both parties are failing to meet the standards expected of them, namely by not executing their duties appropriately and not reporting or challenging the non-execution of duties.

The police service is at a time when every mistake will be highlighted, and this is partly due to a lack of confidence from the public caused by the failings of police officers such as Wayne Couzens, the Metropolitan Police officer who kidnapped, raped and murdered Sarah Everard in March 2021 (BBC News, 2021). The police service must ensure that to maintain and improve public confidence, teams must work together to ensure that all police officers adhere and abide by the same standards of professional behaviour and ensure that teams move on from Tuckmans *Storming* stage to the *Performing* stage.

Word Count: 2085

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

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

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

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

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

I will be reflecting on a police incident where I played a significant role with a victim of crime and discussing social and legislative contexts around the incident.

Another officer and I attended an address after a report was made to police by a member of the public that their neighbour had been assaulted by their partner. The information that we received was that the Victim had received substantial injuries to their face from the Suspect, then left their address to go to the neighbours' address and called police. Upon arrival we found the Victim with the neighbour with extensive injuries to their face, and a large amount of blood leading from the Victims address to the neighbours address. We were informed that the Suspect had caused these injuries by punching the Victim to the face numerous times and was still in the Victims address.

Due to the seriousness of the offence, at the time a suspected assault occasioning bodily harm (Gov.uk, 1861), and the potential safeguarding concerns should the Suspect not be apprehended, I made the decision to leave the Victim with the neighbour where they were safe, and the other officer and I entered the Victims address in search of the Suspect. However, the Suspect had fled the address prior to our arrival, and was not inside. The inside of the address was covered in blood and signs of a disturbance were apparent with items seemingly thrown all around the place.

Upon my return to the neighbours address, the Victim was advised to go to the hospital to have their injuries assessed and dealt with.

I met with the Victim later that evening while they were still at the hospital, after having carried out extensive enquiries for the Suspect to no avail. With the Victim, a statement was taken, a public protection notification completed, a referral made to the police force's victim focus group and provided the Victim with a phone number for Live Fear Free. With the Suspect still not apprehended by police, measures were put into place to ensure that the Victim was safeguarded. These measures included a permitted search of the address to try and locate the Suspects keys to the address (which were found) to ensure that the address was secure, and the Suspect could not enter the address, ensuring that the Victim had the ability to call police i.e., had a phone, charger etc, and informing them of methods to contact police when speaking may not be appropriate.

It later transpired that the Suspect had left the area for some time before handing themselves into a police station, where they were arrested and interviewed. The Suspect was bailed before leaving custody, with conditions that would ensure that the Victim was safeguarded. In the weeks that followed, I made regular contact with the Victim to ensure that were updated with the investigation, and to take additional statements and other necessities for the investigation. The Suspect was eventually charged with an offence.

The College of Policing define a person as vulnerable if “as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation” (College of Policing, 2021). It is no surprise that many of the people who the police encounter are in this classification.

In the above incident described, I referred to a 'public protection notice' (PPN), which is a referral made by police that has the potential to be shared with partner agencies in the attempt to support those who are vulnerable. It is force policy that states a PPN must be submitted for any domestic incident that an officer attends before that officers' tour of duty ends. An element of a PPN is called DASH, which is an anagram for 'Domestic Abuse, Stalking and Honour based abuse', consists of 27 especially tailored questions that try to identify risks to victims and allow agencies to manage those risks. In domestic abuse cases, this information can be passed to a Multi-Agency Risk Assessment Conference (MARAC) where details can be shared between the local police force, the NHS, social services, probation, Independent Domestic Violence Advisors (IDVAs) and other necessary agencies. This is one approach that police and local agencies take to support vulnerable people. The submission of a PPN creates a proactive approach to safeguarding victims, rather than treating a domestic incident as 'just another domestic' (Dash Check List, 2022), which allows safeguarding to continue after the incident is dealt with.

Domestic abuse victims are not the vulnerable people that police encounter, people suffering with their mental health are also encountered by police daily. As such, the Nation Police Chiefs Councils (NPCC) National Vulnerability Action Plan 2020-2022 (NPCC, 2021) has a chapter detailing the objectives of the police when it comes to assessing vulnerability involving mental health. This chapter states that officers should understand what causes an incident to identify any mental health factors or indicators, and if any are identified, then it is the duty of the police to signpost any individuals to the appropriate organisations if appropriate.

While this is suitable in certain cases, I have found that in my duties, most mental health related calls to police involve people who state they want to take their

own lives. Signposting is not an appropriate response to this and as such other actions must be taken to ensure the safety of these people. Police powers are limited when it comes to mental health, with mental health being a primarily a medical emergency with the best care coming from medical professionals. One of the responsibilities of police is to protect life, and one of the powers available to police in relation to mental health is Section 136 of the Mental Health Act 1983 (Gov.uk, 1983), which provides police with a power to remove an individual from any public place to take them to a place of safety should the officer believe that the person suffering from a mental disorder such that they are a risk to themselves or others. This is a short-term solution for police to protect that individual, with the long-term solution lying with medical professionals, who will need to assess the individual and if necessary, section that person with the intention of treating them. While this is one way to deal with people with mental health problems, careful consideration should be given before using, as it removes that person's right to liberty.

Of course, not every vulnerable person that police encounter is going to be a victim, suspects can also be vulnerable, whether this be through addiction, mental health, or other factors. Police have a duty of care to ensure that any vulnerable persons in their custody are identified promptly to ensure they receive the best care in custody and are treated fairly during interview if applicable. People who have learning disabilities can be supported in custody to ensure that they understand what they are being told, their rights and what they are being asked. In South Wales Police, HAFAL is employed to provide an appropriate adult service to support those in custody who have learning difficulties.

Other persons coming into custody may have offended due to substance addiction, and one way to try and manage these individuals is to refer them to a drug

worker to engage with them and get them treatment for their support to help prevent reoffending. This is done by drug testing in custody and the Home Office has reported results that show that this is a viable and successful way to managing those people who are vulnerable through substance addiction (Home Office, 2011). By reducing reoffending, it has the indirect effect of safeguarding those at risk of having offences related to drug use committed against them.

There are many ways that vulnerable can be supported or managed, whether they are vulnerable due to an offence committed against them, vulnerable due to their own mental health, vulnerable due to substance abuse, or other factors, but ultimately the best methods, are based on research and results from past experiences.

As a serving police officer, I have seen time and time again warning markers and flags on individuals for “Repeat DV Aggressor” against another individual. This marker is only given when the individual has been identified as the aggressor for any domestic incident against the same person. The Office for National Statistics (2021) have collated data from police forces across England and Wales, and found that in the year leading to March 2020, 34% of domestic violence victims were in fact repeat victims.

There are varying reasons why repeat victimisation occurs, and as such there are varying methods to preventing repeat victimisation. This also applies to repeat offending, where individuals persist with committing criminal acts. Although looking at the methods used to prevent repeat victimisation and offending is beyond the scope of this discussion, we will look at the processes of establishing the methods used. What we are talking about is Evidence Based Policing (EBP), which was first conceptualised by Lawrence Sherman (1998) by suggesting that decisions made by police should be based on scientific evaluations within the workplace. This is not to say that one must conduct an experiment for every decision to be made, but a

recognition that across all police forces in England and Wales, similar decisions are being made and the outcomes recorded, and best practices are being updated constantly with new methods.

An element of EBP is what is known as Problem Orientated Policing (POP), which is an approach to develop solutions, rather than being a solution itself. When attempting to develop a solution, policing has borrowed the scientific method, and rebranded it as the ATLAS model, as police love to have acronyms for everything. The ATLAS model consists of five stages as follows:

(1) Ask questions that challenge current practices. (2) Test and critically evaluate existing research and new ideas. (3) Learn from existing approaches and new ideas while considering how they work in workplace practices. (4) Adapt practices and policies using the best evidence available. (5) Share the outcomes across the service.

(Pepper, et al., 2020)

If we think about a DV incident, it is police policy for all attending officers to have their Body Worn Video cameras activated while dealing with the incident. This was not always the case, and often offenders were not being convicted due to the victims withdrawing their support and were able to continue committed offences against their victims. The question was asked “how can we prosecute offenders without victim support” which resulted in the trialling of BWV for officers, capturing admissions and evidence at the very start of the investigation, and has eventually led to successful prosecutions of perpetrators without the victims support. The outcomes have been shared between forces across England and Wales to enable other forces to share in the benefits of BWV and victimless prosecutions. This is one example of

the ways that EBP has informed best practice to reduce the effect of repeat victimisation and offending, but the process is almost identical for other problems.

Word Count: 1845

Task 3

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: *Daniel Stadius* (Learner – electronic signature accepted.)

Date: 07/08/2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

A policing incident occurred where I played a significant role in providing a response to a report of an abandoned 999 call.

A call was made to 999 from a local landline phone number, with the caller stating that they don't want police, they just provided a location where police can find their body and hung up. Due to the nature of the call, it was graded as an emergency response, and I attended immediately.

At the address that the number was linked to, there was no initial reply to repeated knocking and identifying ourselves as police. This had raised concerns as the location stated by the caller was not the same location as the address the phone number was linked to. However, a few minutes later an elderly person arrived at the door and seemed quite distressed to find police at their door. They were initially

questioned as to whether they had made the call to 999, with them adamant that they had not, and in fact had just been woken up by police knocking on the door.

The elderly person stated that normally their adult child lived with them, but they were not here at that time, but did confirm that their number was the same number used to call 999. Due to this, officers were to utilise section 17 of the Police and Criminal Evidence Act (PACE) (1984), to search the address for any other persons as the landline phone number had been confirmed to come from the address. However, before officers could enter the property, a person suddenly left the left the address and started to leave on a pedal cycle. Believing this to be the person who had made the call to 999, I gave chase on foot and managed to stop the person before they could leave the area. The person was verbally aggressive and threatening to assault officers if they stood in their way.

At this point it was not confirmed if this person was the person to call 999, so another officer checked the address to confirm if there were any other persons present, while I spoke with the person regarding their mental health and what their intentions were should police leave the area. The person responded saying that as soon as police leave, they were going to end their life. The officer who checked the house came back, and presented to me several sheets of paper, which had been written on and signed by the person before me. These sheets of paper expressed the persons desires to end their life, giving reasons and explanations as to where to find their body. With this information presented to me, I formed the opinion that this person was indeed suffering from a mental disorder, and I should intervene at this time and act in the best interests of this person to protect them from themselves.

With this I detained the person under section 136 of the Mental Health Act (1983), handcuffed them to prevent them harming themselves or officers, and was

searched in accordance with section 136C of the Mental Health Act (1983). Contact was made with an approved mental health professional (AMHP) as it was not practicable to do so prior to the detention due to the person attempting to make off and aggressiveness to officers. The person was then conveyed by police vehicle to an appropriate place of safety. The police vehicle was used as a last resort after consultation with the AMHP, who stated that due to the persons aggressive nature, police transport is the only appropriate option in line with the Mental Health Act Code of Practice for Wales (Welsh Government, 2016, p. 106).

Dealing with mental health calls is part of the duties of a police officer, with 7.8% (Kane, et al., 2021) of calls made to 999 across England and Wales resulting in officers being deployed were related to mental health. Many times, I have found these incidents will present challenges, and are rarely straight forward. If we consider the above incident, we initially attended that specific address due to the landline number being registered to that address.

However, let us consider an alternative set of circumstances where that 999 call was made from an unregistered number, with no person linked to it. We then face the new challenge of getting officers to respond to an incident with no fixed location. Although technology has advanced enough to provide an approximate location to where the call was made, the area can be as large as several streets. In this scenario police would then have to rely on searching the area in attempts to locate the caller. This can present numerous challenges, as the more officers involved in the search, the greater the need there is for an overall command of the logistics for the search, and even the need to bring in external services such as the National Police Air Service to aid in the search. This case I find in my experience is a rarity, however it has been

known to happen, with approximately 3% of calls that I have attended relating to mental health not having a location for the caller.

If we consider a different set of circumstances, whereby we have a location for the caller, however that location is now firmly inside their dwelling. This presents a new set of problems that must be overcome. In this situation, police cannot rely on section 136 of the Mental Health Act (1983) as it states that the power cannot be exercised when the person is at “any house, flat or room where that person, or any other person, is living”. I have found that while carrying out my duties, this situation is reminiscent of many calls relating to mental health that I have dealt with personally.

When dealing with a person who is suffering with their mental health while in a dwelling, there are no powers that a police officer can use to remove that person if they have capacity. The immediate situation is then reliant on the officers’ interpersonal skills, to build rapport with the person, and to achieve an outcome that is in the best interests of the person. However, the options available to police are dependent on the first factor, whether the subject wants assistance.

Should the subject want assistance from police, there are options that officers can put to the subject, the first being ‘are they open to a voluntary mental health assessment?’. This option is ideal for persons who want help and are willing to allow police and mental health services to assist them. This option involves interservice cooperation between the police and health service to arrange an appointment at an appropriate location for a mental health assessment to be carried out. Guidance states that police should not be used to transport the subject in this circumstance, and an ambulance should be arranged to transport them. However, I have found in my personal experience that ambulances can take several hours to respond, and it is more beneficial to the subject to be transported voluntarily by police to the location of

the assessment. The subject can then be left in the care of mental health professionals at the assessment site. This is the ideal option as it provides safeguarding for the subject, and best allows the subject to receive the treatment they need. It may not always be the case that a mental health assessment can be arranged, so another option is to have the subject attend the A&E department where they can refer themselves to have a mental health assessment, however the drawback to this is that the subject will not be monitored, and may abscond if there are extensive wait times, which is likely.

If the subject is not actively trying to harm themselves, then another option is to get the subject to refer themselves to mental health services via their GP as soon as possible. This has a twofold benefit, as on the one hand, the subject is able to deal with their mental health themselves, which is less traumatic than being involved with police, and on the other hand you have the subject making future plans, which are honest and seemingly will be kept to, are a sign that the subject is not imminently in harm (Shobassy & Subhi Abu-Mohammad, 2022). However, one must be conscious of leaving the subject alone, and it is best practice to ensure the safety of the subject by having a person remain with them, if the subject is open to this.

Should the subject be unwilling to allow police to enter the address, then there are only two options available to police as presented by the College of Policing Authorised Professional Practices. The first option being to “confirm that the person is immediately safe and well” and referred to mental health services, where a s135 detention can be considered, and option two being to “contact a crisis team for urgent assessment under MHA 1983”, and only to force entry to save life and limb under s17 of PACE (College of Policing, 2022).

Going back to use of s136 of the Mental Health Act, police haven't always gotten it right, with historically there being a lot of unnecessary s136 detentions. If we go back to September 2014, a trial version of 'Street Triage' was developed in the North-East of England, aiming to curb the amount of people unnecessarily detained by police under the Mental Health Act. One study, presented in the British Medical Journal found that in the first year of Street Triages there was a 56% reduction in s136 detentions (Keown, et al., 2016). It was also found that admissions or detentions in hospital post s136 detention also fell in line with the reduction in s136 detentions. It is worth noting that that this study is from a discrete area of England, and while it cannot be generalised across all parts of England and Wales, it follows common sense that while police do have some training in relation to mental health, having guidance and expertise in mental health at an incident is going to decrease the rate at which people are unnecessarily detained under s136 of the Mental Health Act.

The legislation regarding s136 detentions changed in December 2017, stating that a detention could not be carried out without consultation from either a registered medical practitioner or a registered nurse, or an AMHP unless as a last resort. The change also resulted in police custody being used as a place of safety as a last resort.

In 2019, South Wales Police developed its own in-force mental health triage team, to assist officers on the street when dealing with calls relating to mental health. This team is developed from the trial from 2014, mentioned earlier. On a side note, this is a perfect example of Evidence Based Policing, with the trial results being shared across forces to create more effective working practices.

Word Count: 1829

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem** relating to **policing communities** that **was of a complex nature**, in which you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

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

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Case file preparation, Knowledge and ability to complete different file types (GAP, NGAP, etc.)		5				8	I have undertaken an attachment with the HUB, which provided the groundwork needed to be able to undertake file work, but only at a basic level. I need to enhance my knowledge of file building, in line with CPS and the court requirements. This can and will be done by more exposure to case files, practicing with case files which I may deal with, and where appropriate, assisting others with their case files. I would expect to see an improvement in the next 6 months as I deal with more files.

Knowledge of Road Traffic Legislation	4				7		I need to improve my knowledge of road traffic offences, as well as practices such as vehicle seizing. This can be measured by evaluating my performance at incidents involving traffic offences and is certainly achievable with pro-active policing. I would certainly like to see an improvement in my knowledge within the next five incidents involving traffic related matters.
Knowledge of local area, specifically crime hotspots	4					8	The area where I carry out my duties consists of many different communities, and in order to be more pro-active, I need to have a greater understanding of what crimes are happening in what communities. I will know if I have met this goal if I am able to improve my "numbers", e.g., more stop searches with outcomes. This would be an ongoing goal, and improvement would be continuous as my time in the community continues, and the community changes.
Improve my knowledge of crime prevention and public safety		6				9	Many incidents I attend result in words of advice being given as a measure to prevent crime. I would like to be better informed of what services are out there to be able to better advise the communities I serve to both prevent crime, and to protect the public. This is a short-term goal, with this goal being achieved by having an attachment with NPT and being able to give out advice that before doing so I would not have known.
Sudden death processes, especially involving	3					8	During COVID, response officers rarely dealt with sudden deaths, but now COVID rates are down,

suspicious circumstances							response officers are dealing with sudden deaths more. I have not had many experiences with sudden death and need more knowledge on what to do should I attend a sudden death which would appear suspicious. This can be achieved in a short amount of time, with further reading from the APP, and from speaking to my sergeant, who would be able to advise me of what would be the course of action to take at scene. I will know I have achieved this goal when I have done the above things and am able to advise others of what I had learnt.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Conflict Resolution		7				9	I have dealt with conflict on previous occasions, however, believe that the best way to improve my conflict resolution skills would be to experience more conflict. With that in mind I will take on extra duties with the night-time economies. This is something that I will do when I have a suitably sized workload, with the goal being before the end of 2022. This can be measured by my confidence in dealing with conflict, and not having to rely on others.
Response Driving	1					9	I am not response driver trained, and this is an essential skill for police officers. This must be achieved before the end of my second year and can be measured by my passing of the course. I have already researched what needs to be known in preparation for the course.
Interview Skills	4				7		As mentioned above I have completed my HUB attachment, which does provide some experience with interviews, however I would like to be more proficient in interviewing, as it is

							a key skill needed to be a police officer. I can do this by doing another HUB attachment, with an emphasis on interviewing, and learning new interview techniques. I will have achieved this goal when my interviews are more fluid and are structured.
Leadership Skills	3				5		I am no longer the newest on shift, and it has fallen to me on occasion to go out on patrol with new officers. In these situations, I need to be confident in not only my skills, but also in what advice I pass to the new officers, and to, if necessary, take charge of a situation. This can be achieved by seeking advice from experienced officers, and by speaking to tutors. This will be achieved once I am confident in my abilities to lead another.
Statement Taking	4				7		This goal is admittedly like the above Interview Skills; however, it is another key skill needed by police officers, and I am looking to improve my statements. This can be done by requesting honest feedback from other officers, and by attending court in relation to my statements. This is a goal that I would aim to achieve by the end of 2022 and can be recognized by feedback from others.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Criminal Investigations (CID)	2				7		I have yet to have an attachment with CID and am not that experienced with dealing with serious investigations. This is something that I need to be at least aware of due to working with CID at times. I will achieve this before the end of 2022, as I have a CID attachment due.
Seizing large quantities of items (Section 18 searches)	3				7		I have yet to conduct a s.18 search where I have had to seize a large quantity of items. I can learn how to manage many items when I do an attachment with PPT, as they often carry out searches for drugs, which often results in large numbers of

							exhibits. I am looking to do this in the new year and will have a greater understanding of the roles involved, such as the exhibit officer.
Being forensically aware	3					8	Linking in with CID above, I need to learn what it means to be forensically aware, with a focus on the initial response. This is something that needs to be built on due to forensics playing a large part in investigations. By working with CID on attachment, I will be able to become more aware of what techniques are used to preserve the integrity of delicate exhibits.
Missing persons	4				7		I have barely experienced the initial enquiries for a missing person. This is something that police deal with often, and something that I need to gain experience in. I can achieve this by attending calls involving missing persons to be able to do the initial enquires. This is something that can be achieved by being exposed to missing person incidents, and I would like to be confident in missing persons after attending a further three missing person incidents.

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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