

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

This essay will discuss the different coping strategies that I have employed throughout my 6 months since being attested as a Police Constable to combat stress and develop resilience. To judge the effectiveness of any strategies I have used; it must first be understood what is meant by the term 'resilience'. Psychologically speaking, resilience is "the ability to maintain or regain mental health, despite experiencing adversity" (Herrman et al., 2011); essentially mitigating the impact of high stress levels to increase mental fortitude. Increased stress levels, particularly in the workplace, play an undebatable large role in the development of mental illness (Arthur, 2005). In order to mitigate the effects of stress encountered so far, I have used exercise, and regular social engagement as my main coping strategies for developing resilience and reducing my personal stress levels. Resilience built was both mental *and* physical.

Exercise is a well-known coping strategy used by countless people to minimise stress levels through the release of hormones such as dopamine and cortisol (Jackson, 2013). Jackson (2013) also does an excellent job of explaining how stress is simply a state of 'disharmony' between the mind and body; often caused by an absence of these hormones and the lack of stimulation to neurotransmitters. My exercise of choice has always been strength training through demanding sessions in a gym. Continuing to work and exercise under adverse conditions was an excellent way for me to develop resilience (Hill et al., 2018). I developed a healthy habit of attending a gym regularly, eating well, and enjoying both looking and feeling healthier. Without a doubt it increased my own self-confidence, but also lowered my stress levels even if it were on a temporary basis until the next session. This habit has continued albeit at a reduced rate during my time on response, however this was balanced with a new sporting hobby of 'Park-running'. This is an organised 5 kilometre run every Saturday which over a hundred people attend each week. I have been attending these weekly events with a few of my colleagues from my training team at work since our first week together. Not only did the run work to reduce our collective stress levels as a team, however a regroup and meetup afterward which more team members who may not be able to run 5 kilometres also attended. Building a healthy stress-reducing habit helped my own personal wellbeing hugely. It also gave us, as a work team, the opportunity to develop personal relationships with each other outside of the workplace. Alongside this, continuing to work toward improving at a sport that I have never been particularly good at or enthusiastic about certainly helped me develop and increase my levels of resilience.

One potential drawback of sticking to a regular exercise routine was that when it could not be adhered to, this could at times cause stress for me in itself. Perhaps due to the weekly park-run being followed by a social outing, I would sometimes experience a stress of not partaking in the event, or being able to attend; essentially having a minor 'fear of missing out'. This is a consequence of not fulfilling our human desires for inter-personal interactions, commonly due to what is seen on social media but also often due to not being able to physically attend an organised gathering among a group that you would normally accompany (Gupta & Sharma, 2021). This by no means caused me a great deal of stress, however it more limited the effectiveness of my exercise that week in helping to develop my own resilience. This is perhaps a point to be improved upon in the future.

The development of new, and the strengthening of existing, social relationships also helped me to reduce stress levels during my initial 6 months since my attestation. It is well known amongst academics that regular social interaction helps to build fortitude against mental health issues such as depression and anxiety that are commonly associated with a low resilience to heightened stress levels (Winstead et al., 1992). During my initial 6 months of training, working 9-to-5 Monday to Friday makes for an easy trap to fall into doing nothing of significance at the weekends. My partner played a large part in supporting me during the time that we could spend together. They encouraged me to partake in activities such as the park-run, and even pushed me to take up a new hobby in starting to play golf. I started to play with, again, a colleague from work. Not only did this provide a leisure activity to partake in, which is an excellent way of reducing moderate levels of stress (Caltabiano, 1995), but it is also a very social sport. It allowed myself and my colleague that I played with to talk with one another and share the burdens of work with each other. Sharing a burden is a key method of dealing with stress from our time in work and building mutual resilience (Panigrahi, 2016) during our first 6 months.

Overall the coping strategies I employed helped me hugely in developing resilience and minimising stress. During that time I endured stress arising from numerous aspects of life in addition to those brought about by starting a new job. The use of regular exercise in the form of a weekly park-run with colleagues was by far the most effective method of stress mitigation that I employed. It helped me to not only develop my physical health and resilience but also to form bonds and relationships with people in my work team that I may not otherwise have grown closer to naturally. Working amongst these individuals during the most stressful times during work made it much easier to share the burden amongst each other, and minimise the levels of stress we felt as individuals.

Word Count: 967

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:

Policing is ideally an occupation of conflict resolution and prevention. With that said conflict involving ourselves, both verbal and physical is an unavoidable aspect of the job. A normal way of life within society as a whole relies on a “balance of interests” (Fielding, 2016) to take place in order to function properly, and the job of the Police is to maintain that balance whilst enforcing the laws laid out both in legislation and common law. The law in the United Kingdom surrounding modern Police powers when it comes to dealing with conflict are mostly found in the Police and Criminal Evidence Act of 1984. My own experiences so far in dealing with conflict within policing have been plentiful, with managing physical conflict being the most challenging and unpredictable. An incident I found particularly challenging, and one I had to use a number of models and theories taught in training, involved a very aggressive male at a domestic incident. This was a situation where understanding the proper model for two-way communication was essential in decoding how to deal with the scenario.

The incident I have mentioned took place at night, where a woman and her children had been forced to barricade themselves in a locked upstairs room whilst her ex-partner attempted to force entry through the rear of the address. There were multiple phases to this incident: where there was a period of relative calm and negotiation; a point of escalation into physical conflict, and a time of reflection. It was an incident that resulted in me arresting the male. Upon arrival to the scene, myself and the officer I was alongside were confronted with a male who, from the information given to us, was incredibly angry and aggressive. We both ensured that our body worn video devices were activated as per our force policy, which proved to be incredibly useful in reviewing the incident and looking for ways we could improve, and in improving clarity of situational explanation to supervisors (Patil & Bernstein, 2020). Cameras being active and the feeling of being recorded can often aggravate situations even further with aggressive individuals and increase the likelihood that the encounter will result in an assault on an officer (Ariel et al., 2016). In this situation, with the

information we had been passed regarding the male's past and warning markers I was more concerned with the safety and liability of myself and my colleague. The camera was one of the first things the aggressive male commented on when he was confronted in the rear garden of his partner's address.

Wall (2019) outlines how British Police have adopted an ideology that managing conflict is an incredibly important element of training for officers before they even finish their basic training. With that comes recognition of the need for police officers to understand the differing theories and models around how conflict can be practically managed, and how different methods can be employed and used effectively in the course of duty. 'Betari's Box' is one of these theories that is vital to understand when discussing conflict management, particularly in policing. This is the theoretical model of how our own behaviours and the attitude we interduce to a situation will more than likely have an impact on, or even be mirrored by, others involved in the situation (Ibid, 2019). This can be a powerful tool in tense situations such as the one being used as an example, where an aggressive person's behaviour can often be brought down a level simply by approaching them with the right attitude. In this case, the male was aggressive when we arrived, and our behaviour of approaching with caution but calmness helped to prevent the situation from escalating at that moment. It is only later in the scenario that our physicality matched his when it was required to. What first had to be established before getting 'hands-on' was the identification of offences committed, and the gathering of knowledge around the subject person. Halpern (2009) explains how the acceptance of the fact we might not know everything about a situation just from first appearances is key – a model of asking the key questions to identify what we do not know is known as the 'Johari Window' model. In this case, the questions that we needed to ask involved what had happened before we arrived, from his perspective, and what we could do to resolve the situation.

The priority in the mentioned scenario was the welfare of the woman and her children that were the victims to the male's aggressive behaviour. Officers had been told on the phone that the victim and their children were in fear for their lives as this male tried to force his way into the property. As identified in Karpman (1968), the 'Drama Triangle' was a useful theory to consider here. This is a theory stating that 'drama' can only exist in a situation where all three roles of 'victim', 'persecutor' and 'rescuer' are all present and defined. The removal or changing of roles between individuals is when 'drama' shall cease to exist. In this situation, the 'drama' in question did not cease entirely, however it was significantly reduced. Communication without physical interaction can be equally as effective as physically removing someone from the scene, without the potential risk that the behaviour of a volatile individual will escalate.

The female 'victim' who had called was shouting from the bedroom window for the male to stop his behaviour, which I felt was scaring the children in the house, and further fuelling the 'Drama Triangle', and the aggressive male's frustration as the 'persecutor'. An order was given to the female to stay inside, draw the curtains, and cease communications with the male. As soon as this was done, and the 'victim' element of the 'Drama Triangle' was no longer present, tensions decreased slightly, and the male's aggressive shouting stopped. This was the first step to enabling two-way communications between the officers present and him, as he had fallen from the 'persecutor' category. The police presence was essential in this matter, and we were an element of the Drama Triangle that would not be removed. Police presence is essential for the safety of others. Even if no positive action is being taken at that time, the fact that Police are present usually makes the public and those who may be

in distress feel safer from becoming a victim of crime (Zhao et al., 2002). This could arguably be seen as a passive communication method of reassurance and fear-reduction in itself.

One element that was not explored at the scene was introducing a female officer into negotiations, before the situation turned physical. Braithwaite & Brewer (1998) outlines how male police officers naturally talk from a position of power in a way which is received as more coercive, and confrontational. This, in turn, leaves male officers at a greater risk of engaging in physical altercations with the individuals that they are attempting to reason with. With that said, research suggests that in family and domestic situations which have required some form of Police involvement, female officers seem to be as a greater risk of assault; particularly when the subject is intoxicated (Rabe-Hemp & Schuck, 2007) which was the case in this example incident. In this case it was only male officers in attendance and that were able to attend, so this is an avenue that could not be experimented with. Communication methods between officers of different genders will of course differ, however in this scenario I cannot speak for their effectiveness, only speculate that a female officer on-scene may have actually increased the likelihood of an escalation.

The example incident did result in a physical altercation, so there was a clear limitation to how effective the communication skills of officers on-scene were in deescalating the situation. Upon arrival of two further units, the decision was made by myself to force entry into the walled garden where the suspect had barricaded the gate and locked himself into. The suspect was apprehended after a brief struggle, and still continued to lash out whilst on the floor being restrained. It was here that training for the use of a different type of communication became relevant. I quickly realised that the main reason for the continued aggressive nature of the suspects behaviour was driven by worry of what has happened, and what is going to happen to him next as a result of his behaviour. Reassurance of his safety and that he will be treated with respect should he calm down was the key to curbing his violent behaviour (Rosenbaum & Lawrence, 2017), allowing for less of a reliance on force to control his demeanour. Effective communication as a police officer, in my experience, requires there to be a delicate balance between speaking as an exerciser of authority, and a person of safety, in the eyes of a subject. I believe there is a fine line between these two ends of the communication spectrum, however in this example scenario I believe it was executed almost perfectly.

In summary, the handling of the incident I have referred to involving an aggressive male in a domestic situation featured a variety of communication models and theories. The most effective and useful in the majority of tense situations is 'Betari's Box'. In that situation it helped me to have a constant reminder to consider how I am coming across to the subject. It aids in deciding how I will act, and how the subject's behaviour is likely to alter as a result of my action. A police intervention in this situation, where the subject was posing an active threat to a domestically connected partner, was inevitable. Models such as 'Betari's Box', the 'Drama Triangle' and the 'Johari Window' all provide useful models to include in the rapid decision-making that is required on scene. Legislation such as PACE and the Criminal Law Act all provide Police powers that are at our disposal, however it is the communication models and theories that enable us to apply them properly and judge which are the correct situations to deploy them. As said, conflict is an unavoidable aspect of the role of a Police officer, and sometimes physical conflict cannot be avoided even with the most effective use of taught communication methods. When an individual is in a stage of anger or rage as is often with the subject Polic deal with, it is not uncommon for them to lose sight of the potential consequences of their actions and how others may be impacted by them (Diener, 1977). In

this scenario, no matter how much the male was spoken to, and officers attempted to calm him, his behaviour still did not drop to an acceptable level despite him becoming much more acceptable in his actions after negotiations. Because of the accusations made of his behaviour before Police arrival, officers on scene including myself knew that he would be placed under arrest no matter the course of his conduct after we arrived. Though communication skills proved useful in removing the victim from further harm, and calming him after arrest, they clearly had no bearing on his desire to cause harm to Police upon contact with them.

Word Count: 1869

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.

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

ANSWER:

The incident that I played a significant role in as the initial attending officer involves an individual with two children in their care, and an ex-partner who was continuing to harass them via malicious communications over the span of almost a year. This individual had made an identical report months prior, however the perpetrator had continued to text them on a regular basis after that incident was finalised. This new report seemed to be a 'final straw' situation where the victim was struggling to simply ignore the malicious texts and calls that they were receiving. These were of a threatening, and insulting nature toward the victim, their home and their family. My handling of the situation built upon the shortfalls of the investigation into the initial report that was made by the victim months prior to the one I was attending for. It was clear to me that on that earlier occasion, officers had perhaps not been as forthcoming with support referrals for the victim. On that occasion the victim did not wish to make a formal complaint due to them feeling they could not endure the prosecution process, however with the proper reassurance from myself in this case that support can be delivered, the victim was now willing to pursue action against her harasser. To do this, I needed to have a competent level of understanding of the principles of the policing code of ethics, and how the wellbeing and human rights of the victim could be properly supported through the criminal justice procedure.

In the above-mentioned scenario that I dealt with, there had been a clear criminal offence disclosed. According to legislation, there were in fact two: Harassment (Ministry of Justice, 1997) due to the alarm and distress caused, and Malicious Communications (Ministry of Justice, 1988) because of the abusive and absurd nature of the text and phone calls the perpetrator was communicating. Harassment is an offence that is usually well recognised by those suffering through it and does not hold much questioning within the general public. Malicious Communications is also an offence that does not have many ambiguous meanings, and nor does it carry many cultural or social controversies in its enforcement.

These are offences where you either commit the conduct required, or you don't: and a reasonable person needs only to foresee the consequences and impact they have on the victim. These offences may interfere with an individual's human right to a private and family life, and with the right to freedom of association. In the scenario I have mentioned, the perpetrator of the harassment and malicious communications was attempting to intimidate the victim, to stop them from seeing their family, and to stop them from speaking to friends. Thus, this could be considered a breach of the mentioned human rights. As a victim of any crime, the person at the receiving end of the harassment and malicious communications is entitled to certain rights under the Victim Codes of Practice.

The Victims Code of Practice, most recently updated in 2020, was created to outline a minimum standard of service that must be offered to victims of crime in England and Wales (Ministry of Justice, 2020). Vanfraechem et al. (2016) outlines how, for years, victims were the marginalised parties in investigations and cases in the criminal justice system, fighting to be recognised and their needs considered. Since the 1970s, the government in England and Wales has begun to legislate how victims of crime should be supported, and their rights surrounding the entitlements they have as a victim of crime (Mawby, 2016). Mawby (2016) states how recent periods of austerity may have caused a decline in the availability of victim support services over the last few decades, however legislation is still present that makes it a compulsory aspect of policing that cannot be ignored. Mawby & Walklate (2011) states that although the victim in criminal incidents are viewed as the "Cinderella of the criminal justice system", and should be seen as the focal point of investigation; that can easily be forgotten amidst increasing pressures and responsibilities within the ordinary policing role. Those that can receive the support offered can still sometimes encounter difficulties with the quality of service deliverable, with budget cuts and lack of funding making it increasingly difficult to provide the level of support needed by many victims (Ibid, 2011). I myself found it a difficult task to ensure the victim received the proper referrals in this scenario, and the System's increasingly tedious levels of bureaucracy and reluctance to accept liability made this a more arduous task than it should have been.

For the individual suffering through the harassment and malicious communications case, I made sure to refer the victim to Police support and partner agencies through what is known as a Public Protection Notice (PPN). HMICFRS (2023) outlines the purpose of a PPN as a document where safeguarding concerns from officers and staff can be listed and detailed. This document is then read and processed by a dedicated team, who will ensure that the contact details for the victim are passed to the support agencies they deem to be most relevant to them. This can be done with the victim's consent, however if the officer or staff member does not have the consent of the victim, and they genuinely believe the victim will benefit from the support a PPN may deliver, it may be submitted without their consent or knowledge.

For the individual concerned, the PPN submitted by me resulted in referrals to Women's Aid, Social Services, and the local housing association. The family involved in this scenario were not from an affluent background by any means, and so the ability of the family to cut off the financial support of the ex-partner harassing the victim was a much more difficult decision to make. Whilst local council was not able to relocate the victim from their existing social housing address in this instance, they were able to afford the family funding to go toward increasing the physical security of the family home. I know from follow-up contact with the victim that a relocation away from an address the perpetrator knew of would have been preferred, however they still feel safer in the home with the updated security systems in

place. Social Services were able to assist the victim in arranging contact between the children and the victim's ex-partner that would not open an avenue for communication between them and the victim, as the victim had sought a civil non-molestation order against them as advised by a support worker. This is an order that makes further contact between the victim and subject of the order a criminal offence (Herring, 2016), increasing police powers to act should the perpetrator continue their course of conduct. This is most common in domestic abuse-related occurrences, as this one was.

As touched upon briefly, this is the second incident that the victim has reported of this occurring. In the first instance a PPN was also submitted regarding the safeguarding that officers attending initially also felt should be applied. From that, the victim was referred to Women's Aid and Social Services for help. They did not wish to engage with the support services offered to them at that stage, which they have cited as being due to them having a mindset of denial surrounding the situation as a whole. Denial can be an incessant obstacle in the way of individuals acknowledging the fact they need help, and then accepting the help when it is offered to them (Lazarus & Breznitz, 1983). The matter had now begun to impact the victim's family which I believe to be an important factor in her decision to take action this time against her ex-partner. The children caught in between as witnesses to an abusive relationship and separation can often suffer later complications in life due to Adverse Childhood Experiences (ACEs) like severe household dysfunction and abuse (Murphy et al., 2014). Crandall et al. (2019) states ACEs can have a large impact on their overall mental health in adulthood, with ACEs involving abusive relationships between parents sometimes being the most damaging. They can often lead to the children themselves introducing substance habits to cope, and in some cases even abusive tendencies into their own relationships that they form in adulthood (Murphy et al., 2014). That is why I also made the decision to refer the children to support agencies, to ensure that they get the appropriate support and guidance due to what they might have seen and experienced.

Overall, I believe that my handling of the victim and their family in this incident adhered closely to how local force policy and the Victims Code of Practice guidelines expects me to act as a police officer in the course of my duties. Vital victim support referrals were made as per my force's policy due to the nature of concerns surrounding the traumatic nature of the offence of harassment, and the clear negative impact it had had on the mental health of the victim and their family. The appropriate referrals to support agencies were made, to mitigate the impact the incident will have on the victim and their children. The victim was also referred to the local Neighbourhood Policing team by myself, who were able to visit their family home and offer reassurance that safeguarding of them and their family was the priority in this and any future difficulties they may have with the defendant. The investigation itself was handled by the officers who attended the victim's report of harassment by her ex-partner earlier in the year, as it was a direct continuation and course of conduct from when they had warned them to cease their behaviour. This meant my involvement in supporting the victim in the criminal justice process was limited to the initial safeguarding and support tools at my disposal. I believe that this is often the most crucial period, as it determines the level of support that is offered to the victim or any potential witnesses as they progress through the system. The Victims Code of Practice (Ministry of Justice, 2020) clearly states that victims of all crime are entitled to support from the Police and their partnered agencies, and I believe that this was adhered to by myself, diligently.

Word count: 1713

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

The National Decision-Making Model (NDM) and the Code of Ethics provide a framework from which a police officer can apply a solution and action plan to almost any situation that they might face in the course of their duties. The NDM was introduced to the training programme for Police by the College of Policing in 2013 to build upon the Seven Principles of Public Life that apply to all public services workers (Committee on Standards in Public Life, 1995). What this meant was that from day one in training, Police officers are introduced to a tool that they can use everyday for the remainder of their career, in all decisions that they make, to ensure that their choices meet the standards required of them by their force. I have used the NDM on countless occasions to deliver outcomes that I have considered to be the optimal in the circumstances. It is comprised of multiple phases of the decision-making process, with the results all asking for the consideration of the Code of Ethics. It begins with the gathering of information, the conduction of a risk assessment, consideration of powers and polices at the disposal of the user, and finally the formation of an action plan (College of Policing, 2013).



(College of Policing, 2013)

An incident that I have been involved in as the Officer in Case, from initial attendance to submitting the case file to the Crown Prosecution Service (CPS), involved an aggressive patient at a large Accident and Emergency department in a large hospital. A patient had begun to lash out at hospital staff when they were told they were being discharged and did not want to leave, even going as far as to bite a member of the security team that attempted to escort her from the hospital. I attended this call as the initial officer on scene, arrested the violent individual, and saw them charged for the offence of causing and Assault occasioning Actual Bodily Harm. This involved a large number of important decisions and action plans to be made, as well as a large amount of disclosure to the CPS following a detailed investigation. A counter allegation from the accused that they were acting in self-defence made strict adherence to the Criminal Procedure and Investigation Act (CPIA) vital throughout the entire process. Because of the diligence of trainers during police training to teach the importance of using the NDM (Lax, 2014), I was able to apply it to take positive action in a violent and potentially dangerous situation.

The initial 999 call was made by Accident and Emergency doctors at a hospital. They had stated that there was an aggressive patient that was fighting with security staff, and had bitten one of them causing injury. Myself and one other officer were the only two Police officers that arrived on scene. Upon arrival, we were met with the patient being restrained on the floor by 3 members of security, and one was bleeding from an injury to the back of their arm. Using a brief skeletal version of the NDM, I was able to quickly evaluate the scenario in front of me and decide what needed to be done, the urgency with which they needed to be done, and in what order. By using the NDM and conducting a dynamic risk assessment, it was clear that the priority was protecting myself, my colleague, and the other staff members at the hospital from this individual clearly capable of causing injury. A common theory for protection is an approach of 'safety in numbers' (Weisburst, 2018) however with there only being two officers on scene, extra care had to be taken to ensure our own protection. With that said, I took the immediate precaution to place the aggressive individual in handcuffs, and arrest them for the offence of Assault Occasioning Actual Bodily Harm, given the injuries I had witnessed. Handcuffing the individual was a 'take action' outcome of my use of the NDM (College of Policing, 2013) which would help to mitigate the threat that the individual posed to myself, others and themselves. Upon later review, I believe it was the correct decision to be made.

I made the decision to arrest the individual, again, as a result of my assessment using the NDM. It allows me to restrict certain rights of the individual that can aid me in conducting an investigation into the alleged offence. Placing an individual under arrest allows for their lawful detention. Depriving someone of their human right to liberty is a criminal act unless they are placed under lawful arrest (Ministry of Justice, 1998). I made the decision to detain the individual by handcuffing them, and had lawful reason to arrest on suspicion given the injuries I had seen and the accusations that were made. Once the individual had been arrested and detained, my continuous reassessment of the situation as part of the NDM cycle meant I recognised the urgency of actions required had lessened, and less of an emphasis could be placed on the need for officer safety. Dynamic risk assessments are vital in all fields where there is a potential danger, and with multiple different methods for doing so there are of course some that are faster and/or more effective than others (Villa et al., 2016). In policing, the NDM allows for rapid decision making and fast consideration of the potential consequences.

Once an arrest had been made, my attention turned to applying the NDM to the investigatory process that needed to take place. After delivery of the suspect to custody, I sat with my colleague and devised an action plan for the investigation, considering our force powers and policies when choosing what reasonable lines of inquiry we can and should pursue. Though not as reliable or credible as physical, forensic or recorded evidence, eye witness testimony is an incredibly powerful tool in proving an offence (O'Neill, Shermer et al., 2011). In this scenario, there were approximately 5 individuals, a mixture of medical and security staff, that all claimed to be present for the entire duration of the incident. One was the victim whose supporting testimony is often the deciding matter when a case is submitted to the CPS. A case is much more likely to be pursued for a prosecution should the victim appear supportive of formal action being taken (Dawson & Dinovitzer, 2006).

One testimony that also needs to be given an equal standing is that of the perpetrator. The Code of Ethics at the centre of the NDM requires that decisions made must each embody the same values – including 'equality', and 'honesty and integrity'. The honesty and integrity of a police officer demands that the suspect in any given scenario must be given the right to a fair trial, and for that they must be able to offer their side of the story. In this scenario, the violent patient from the hospital gave their testimony in the form of a pre-prepared statement read in interview, prepared alongside their solicitor. Through this, they stated that they had acted in self defence, as they were the one who was attacked first by security staff. The suspect displayed an injury to their torso which they claimed was a result of this. It is not unheard of for investigating officials to hear only the narrative of events they wish to hear to support a prosecution (Page, 2014). In following the Code of Ethics, and my own integrity, I investigated these allegations with the same diligence as the initial attack. I did this through collaborating with medical professionals and other witnesses at the scene. This resulted in a medical professional stating the suspects injuries were not the result of an attack as they described, but rather from the struggle that ensued after their initial outburst. Eyewitnesses and body worn video devices from staff at the scene also dispute any attack by the security staff against the suspect.

The CPIA is designed to address investigative and transparency shortfalls in preceding legislation (Redmayne, 1997). All material in this scenario that was non-sensitive, in addition to evidential material, was disclosed to the courts as a matter of transparency. What is classed as 'disclosable material' is regulated and the requirements outlined by the Criminal Procedure and Investigations Act. It states that all relevant material be disclosed to the

defence and the courts, even that which may undermine the investigation and prosecution by the CPS (Ministry of Justice, 1996). It is vital that the suspect's counter allegation was also investigated to all reasonable lengths, as they have an equal right to a defence as the victim does to be supported through the prosecution. The CPIA is an important Act which protects the clarity with which prosecutions are made. In this incident, all material from the body worn video of officers and security staff was disclosed, right down to the photographs of the injuries to the suspect. Police National Computer (PNC) search results for previous convictions of all testifying parties are also disclosed as a requirement by the CPIA, but also as a policy of 'openness' and 'transparency' with the defence.

In conclusion, the National Decision-making Model in this scenario provided a sturdy and reliable method for making both decisions under pressure, and slow-burning decisions. It gave a consistent pathway for problem solving when it came to conducting dynamic risk assessments, as well as in deciding the pathway of an investigation and identifying potential lines of inquiry. With the Police Code of Ethics at the heart of the National Decision-making Model, my decisions made in this incident were never made without their consideration. Each stage of the NDM. They provided guidance for the strict adherence to CPIA that was followed throughout the case.

Word count: 1622

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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