



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(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)

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	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll 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:

Embarking on a new career brings its own fresh challenges and is often not as simple as changing your job. Perry (2014) discusses how a new set of primary skills and/or knowledge is required, as is adapting to a whole new environment in which you work. When commencing in this role as a student Police Constable, it became clear to me at an early stage that the challenges were more prominent in comparison to other occasions when I have begun a new role. I felt as though this was largely due to the increased responsibility and public perception associated with the role. Preventing Law Enforcement Stress (1990, p. 3) summarises how working in law enforcement is a significantly stressful occupation. Wood *et al* (2021, p. 26) discuss policing as a profession and argue that the knowledge and theory of policing need to underpin what is practiced. They also discuss how it is accepted that entry into policing should be controlled by qualification. Furthermore autonomy, discretion and self-regulation are required, as well as practitioners having a vocational calling and a code of ethics. I found that there were challenges that one would find within any new role, such as integrating within a team and performing to a sufficient standard that the employer is pleased with your progress. I also learnt that re-entering higher education 11 years after the completion of my degree was an added complexity.

During my first six months of being a student constable I developed several coping strategies. Some of these were existing strategies that I had used previously, and a new strategy that I had used for the first time. The previously utilised strategies included cooking, ensuring good sleep and physical exercise, including playing sport. The new strategy involved interacting with my dog, including walking, and playing with her. She had

been rescued by my partner and I shortly before commencing as a student constable. No one strategy took precedent, as they each gave my life balance during my first six months.

Dembicki (1995, cited in Beck et al, 2011, p. 76) suggests that interpersonal support can be replaced by pet ownership and can shield us from stress. I found that walking and playing with my dog gave us time to bond. Walking my dog gave me an opportunity to walk outside, when I likely would not have done otherwise. It was necessary for her to have exercise, and so I would take her out for a walk. I would have also needed the exercise for both my physical and mental wellbeing but without my dog, I may not have identified my need for the exercise. I would walk in the morning before work, which meant I was able to wake up properly and feel fresh for the day. While studying, I found that when I was struggling to take on more information, taking the dog for a walk or to play in the garden helped reset my mind so that I could then absorb more. I was conscious that I did not want to move from a computer screen to a phone screen and trawl social media during a break as it would not refresh my mind in the same way.

Walking the dog gave me a form of physical exercise in walking, but I also found that other exercise has helped. NHS (2018) outline how exercise can make the stress that is felt feel less significant. I would go running, this would benefit me both physically and mentally. I predominantly ran during the colder months, and in the warmer months I would play cricket. Cricket gave me the physical exercise I needed, which also benefitted my mental wellbeing, but it also gave me an additional social aspect that helped to develop resilience.

As someone that enjoys cooking and being in the kitchen, I feel it is natural that cooking is something I found to be useful in coping with the stresses of the first six months. I would not class myself to be particularly creative; however, when I am in the kitchen, I do become a lot more creative. I felt this acted as an outlet to stresses associated with work life where I could escape and focus my attention on something separate. I would also say that I found cooking to be therapeutic. In a study by Mosko & Delach (2020, p. 354) there is an indication to confirm that cooking can be therapeutic as 7 out of 8 respondents indicated an improved mood both during and after cooking.

Having sufficient sleep has been a key element of maintaining my emotional wellbeing through the first six months. Feeling well rested enabled me to focus during lectures. It was also a benefit when I was studying for exams, as it meant I could study for longer

periods. My natural body clock means that I tend to wake up quite early regardless of when I went to bed so I saw it as vital to go to bed in plenty of time to have sufficient sleep. Wibowo (2010, p. 45) explains that sleep is daily cleansing for the body. Dr Matthew Walker describes in Wicks (2022) how rapid eye movement (REM) sleep provides a form of emotional first aid and overnight therapy to one's brain. The REM sleep acts as a soothing balm to the difficult occurrences we experience, so that they do not feel as significant when we wake. Dr Walker also suggests in Wicks (2022) that going to sleep earlier, or at the right time, is not a sacrifice for today but an investment in tomorrow. I found that this resonated with me and something I will be taking forward during my policing career.

During my first six months of Police Constable training, I utilised a range of methods to develop resilience and deal with the stresses of the learning process. As discussed previously, a number of these strategies have been used and developed previously. Although at least one strategy is less familiar to me, and I am still learning how to utilise this to get the most effective results. Having reflected on my time in training school and considered what has worked well and what has not, I feel the most important strategy I have utilised is ensuring I have sufficient sleep. Each one has been important but ensuring sufficient sleep has given me balance and has meant that each other strategy has been effective. Without the sleep, I do not feel that the others would have been as effective. Macintyre (2016) compares coping with stress and developing resilience with treading water and learning to swim. Moving forward it is essential that these strategies are used to develop the resilience built thus far.

Word Count: 1058

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.

Reflecting upon your incident evaluate the theories and models underpinning conflict models in policing.

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

ANSWER:

The incident discussed involved officers being called to an address where a person wanted in relation to an attempted robbery was believed to be visiting. The information passed to my colleague, and I was that the individual had attempted to rob a person in the Gwent area. Information was passed to Gwent officers by family members of the suspect that the individual was visiting his mother in the Cardiff area. This information was relayed to South Wales Police, who were asked to attend the address to arrest the individual given the time sensitivity of the information.

There was information regarding the individual stating that he was known to be violent against police officers, and he was also known to try and escape arrest. This stage of the incident informs the gathering of information and intelligence phase of the National Decision Model (NDM) (College of Policing, 2014a). I utilised police resources available on my electronic device, as well as colleagues from the neighbouring force and the control room. These resources helped inform me and allowed me to move on to the next phase of the model. I could begin assessing the threat and risk that the suspect, members of the public, and my colleague and I may be exposed to when attempting the arrest. The process of gathering information and then assessing it was used continuously throughout as the incident was evolving constantly.

Initially no response was achieved when knocking but after gathering further information from neighbours it was ascertained that the occupant of the house did indeed have her son visiting. It was therefore concluded that the wanted individual was likely to be at the address. This triggered a development onto the next phase of the NDM (College of Policing, 2014a) where I was required to consider what powers and policy I could to utilise. Given that the suspect was wanted for an indictable offence, I was able to use Section 17 of the *Police and Criminal Evidence Act* (1984) in relation to powers of entry to search a premises and arrest a person for an indictable offence if necessary.

A neighbour supplied a contact number for the occupier, and I made a call to her. She did not want to come to the door to speak to officers as she claimed that she was in the bath. She was informed that officers would need to come inside and confirm whether the suspect was there or not, and that they would not leave the area until this had been completed. The occupier believed that officers would need a warrant to search the property. However, I corrected her, and cited Section 17 of the *Police and Criminal Evidence Act* (1984). I informed her that officers would be able to gain entry by reasonable force to search for and arrest the suspect. Following this, the occupier informed officers that she would open to door to the property shortly.

I utilised the NDM (College of Policing, 2014a) once more to assess the information as I was concerned about how the situation was unfolding, and anticipated a scenario were the wanted male may try and overpower my colleague and I to abscond. The options and contingencies were considered, and I decided to request an additional unit of two officers to safeguard against the suspect escaping arrest. I further considered my powers to use force to gain entry to the property as the occupier did not open the door. If force would be required to gain access, then two more officers would be needed to ensure the arrest being made. I also communicated with Gwent officers throughout the incident. They were in transit to Cardiff to collect the prisoner once he was arrested so he could be detained in Gwent.

The occupier was advised, by communicating through the letterbox, that force may be necessary to gain entry to the property. She was also advised that this was not a course of action that we wanted to take unless necessary. At this stage, I considered the code of ethics, as the suspect and the occupant were both members of an ethnic minority group and the house was in a deprived area of the city. HMICFRS (2021) outlines how

communities feel annoyance and resentment at the police when they do not sufficiently illustrate the reason for the exchange. They go on to point out that Black, Asian and Minority Ethnic communities can feel “racially profiled” when this happens, which in turn can lead to conflict with that community. As a counterbalance, Robert Peel’s nine principles state that police should not yield to the public’s point of view but should be impartial throughout (Home Office 2012). Brown (2021) discusses how Peelian Principles outline how if police lose the consent of the public, they can lose their authority.

The occupier decided to consult with legal representation following my conversation with her and the warning given regarding use of force to enter the property. A phone was passed to me through the letterbox, and I made the legal representative aware of the nature of the crime and that voluntary attendance was not suitable due to the necessity to arrest, which was to ensure a prompt investigation. The *Police and Criminal Evidence Act* (1984) outlines that an arrest is deemed necessary if the reason to arrest is:

“To allow the prompt and effective investigation of the offence or of the conduct of the person in question”.

I gave further warnings that it may be necessary to use force to gain access to the property if the occupant did not open it themselves. Once additional officers were on scene, I provided the occupant with one more opportunity to open the door once more before officers accessed the tool to force open the door. On this final prompt a male voice came from behind the door stating they would be opening the door.

The door was situated at the top of a flight of steps on the second level. With a small space outside the door and a short drop on the other side of the railings. Caution, therefore, needed to be taken to ensure the safety of officers if the suspect was physically resistant. A colleague and I placed ourselves at the top of the steps, with additional units further down in preparation in case the suspect reacted badly.

At this point of the incident, I was about to enter the next phase of the NDM (College of Policing, 2014a). Having gone through each step of the model, while considering the code of ethics throughout, I was now at a phase where action would need to be taken. The reaction the suspect would have upon opening the door was undetermined, but the steps taken by myself and officers until this point were taken with a view to minimise risk to all

involved. Both myself and other officers would be acting and dynamically reviewing the situation as it progressed.

When the door opened, the wanted male was at the door, and was prepared to be arrested. A search under Section 32 of the *Police and Criminal Evidence Act* (1984) of the suspect and the premises in which he was located was required. This required officers to keep the front door open. The suspect was distressed by this, as he did not want his mother to see him being arrested. This caused him to be passively and verbally resistant, with the threat of becoming physically resistant. To ensure the safety of officers and the suspect, I decided that the door should close so that the suspect would cooperate with officers. Once the door was closed the suspect no longer resisted.

This decision was made by referring once again to the NDM (College of Policing, 2014a). Each stage of the models was considered once more, and this course of action was deemed to be the most appropriate. The contingencies used were to ask the mother to leave the hallway of her flat and enter a different room and allowing the door to close sufficiently so that her view was blocked but that the door was still ajar. Upon reflection, I believe that making this decision had a positive impact on the outcome, the potential for physical conflict was reduced and the suspect was safely taken down the steps and detained. The search of the property was still carried out, and Gwent officers arrived on scene shortly after the arrest had been made to secure any evidence found.

I had been continuously gathering information and intelligence throughout the incident by utilising resources and speaking to neighbours and the occupier. I was able to assess the threat and risk posed once this information was taken onboard. The additional units were a significant aspect of that plan. I reviewed the powers and policy available and determined that consideration of Section 17 of the *Police and Criminal Evidence Act* (1984) being deemed as the most suitable option. When deliberating the options and contingencies, I considered that one option was to use force to gain entry to the property. This was not a desired action, but one that may be necessary if the stalemate continued. Once the suspect communicated that he would be leaving the property I informed my colleagues and we prepared ourselves to enact the plan that I had developed. We still needed to be flexible with the plan as the scenario was ever changing and a new challenge appeared once the suspect opened the door.

The final aspect of the NDM (College of Policing, 2014a) is to review the situation. As mentioned previously, I dynamically reviewed the incident as the situation unfolded, but a further review post incident was also completed. The gathering of information and intelligence was comprehensive and gave me an extensive outlook of the situation, including the nature of the suspect, the likely location of the suspect and the layout of the location. By understanding these, I was able to deduce what threats and risks there were. For example, due to the property being on the first floor, having only one entry and egress point, and with windows exclusively on one side of the property my colleague and I were able to cover all points where the suspect may try and escape from. This contained the threat of the suspect to a small area, thus minimising the impact on members of the public. It also allowed me time to delay taking action to gather additional information from the neighbours to confirm whether the suspect was in the property.

One course of action that I did consider, was to attempt to force entry into the property immediately in order to minimise the chances of the suspect disposing of any evidence they may have at the property. This course of action would have been justified, proportionate and legal (College of Policing 2018). However, it was a course of action that would ideally require additional units. At this point only two officers were on scene, and I could not be certain where the male was at this point. The other issue posed, was questioning the necessity of forcing entry. It was unsubstantiated whether the suspect would have evidence on his person given the alleged crime had taken place three days previously and within a neighbouring forces' area.

The most suitable power at my disposal to ensure the arrest was Section 17 of the *Police and Criminal Evidence Act* (1984) given the nature of the crime and circumstances the officers faced when attempting arrest. Using that power would require additional units so requesting them were appropriate as a contingency should the suspect decide not to leave the property or if the suspect decided to become physically resistant. In the reality, the additional units were not required due to the suspect surrendering himself to officers. However, the additional units may have contributed to the suspects' positive behaviour as he may have realised that absconding was less likely with additional officers present.

When reflecting upon the action I took, the arrest was successfully made, and no party was injured. Force was used to handcuff the suspect; however, very little other force was used during the incident. The action taken to restrict the view of the mother meant that the

suspect was cooperative. Once the arrest was completed, the suspect became calm and compliant, and remained so until Gwent officers arrived to collect the suspect. These tactics ensured the safety of all involved and was therefore deemed as a positive result.

Word Count: 2080

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 discuss a policing incident that you have attended and critically explore how you dealt with competing issues law, social issues, culture and language.

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

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

ANSWER:

A report was received by police that a 15-year-old male had a knife in his home and would not explain how it came to be there. The knife was found by a family member of the male, when his family questioned him, he stated he was looking after it for a friend. The family are working with children's services and the family have informed them of the knife. Children's services have then informed the police of the situation. Within the report, social workers have added that the male in question reported involvement with drug dealing to them previously.

I attended the property to seize the knife, to speak to the family and to investigate the situation in which the male found himself. During the gathering of information and intelligence phase of the National Decision Model (NDM) (College of Policing, 2014a) I was able to identify that that household consists of the mother, her 18-year-old daughter, and her two teenage sons, who are 16 and 15. The youngest son was the male who had been identified as possessing the knife. They had also learnt that the family are of Bangladeshi descent. At this stage there was no indication of cultural and language related obstacles, but I was conscious that they may be a consideration in this case.

As I reflected on the NDM (College of Policing, 2014a) I assessed the risks and threats and developed a plan of discussing what had occurred with the mother first before

speaking to the youngest son. I also jumped forward to the option and contingencies phase of the model and considered whether translation services would be required. When I arrived at the address, it was clear from an early stage that communicating with the mother was going to be problematic as she was not able to speak English, though she did appear to understand other people talking in English. Fortunately, the children were all able to speak English fluently and so the eldest daughter assisted by acting as an interpreter between her mother and me. The daughter had also been the one that had reported the knife to children's services.

When referring to the Code of Ethics (College of Policing, 2014b) it was essential that I acted selflessly in order to seize the knife and therefore protect the public from potential harm. Additionally, I would need to be accountable and show integrity. The plan had been to attend the address to try and offer a solution that did not involve arresting anyone despite the possibility of a crime being committed under Section 139 of the *Criminal Justice Act (1988)*, which considers having a bladed or pointed article in a public place. While the knife was not currently in a public place, I needed to be wary that it may have been and that it may be used in relation to crime.

I was required to treat the situation with subtlety as this was a sensitive situation for the family to deal with. The mother was a practicing Muslim, and it was therefore important for officers to respect her faith, beliefs, and traditions (College of Policing, 2014b). As I arrived, I noted that the mother was quickly applying her Hijab. Ameli and Merali (2006, p. 18) outline how a significant number, over 80%, of Muslim people believe that the wearing of the Hijab is one of the most important principles or at least a very important principle of their faith. Rizvi (2021, p. 3) tells us that a Hijab is necessary "because Allah and his messenger have so decided", and later goes on to explain (p. 14) that a woman must cover her whole body except for her face and hands. The Standards of Professional Behaviour outline how a police officer must act with fairness and impartiality when considering Equality and Diversity (The Police Conduct Regulations, 2008).

The mother and daughter explained how the 16-year-old son had found the knife and told his sister, and that the mother had hidden the knife from the 15-year-old. They explained how he had recently stayed out overnight at a friend's house but did not say who it was, and that this friend's mother had contacted the 15-year-old directly to collect him and not informed the family at all. There were additional concerns that the family had, where the

male in question had been purchasing items and the family did not know where he got the money for it. They had not given him any money and he had no other means of getting it as he did not work. He has also been given a new mobile phone and would not say where it came from. When I seized the knife, it was clear that the knife was new and likely to be unused due to its condition.

The male was asked to join me, my colleague, his mother and his sister. He stated that a childhood friend had asked him to look after the knife. He would not identify the friend but would consistently say things like “don’t worry” or “it’s not a concern”. The male would also talk with an arrogant attitude at times. He believed the knife had been bought at a Sunday market but would not say which one. He reported that when he was younger, he did carry a knife, but he did not carry one any longer. Police resources had also stated that he had previously been arrested for carrying a knife. I needed to be objective in this situation (College of Policing, 2014b) as there was evidence to be concerned and making the best decision using policing judgement was essential.

My colleague and I were deeply concerned that the male was involved in crime or being groomed to be involved in crime. The male explained that he had a job, and that funded the new items he purchased. The male would not explain who the employer was or what the employment involved. Neither would he divulge who gave him the phone. Officers were met with a continued arrogant mindset from the young male and were unable to get any significant answers to their question.

I attempted to educate and inform the male, as well as his family, about the risks associated with being involved with crime. I also outlined my concerns about the possibility of grooming to be involved in crime, with particular attention being paid to the possibility of involvement with county lines. The Home Office (2022) have defined county lines as organised criminal networks exporting drugs from one area of the UK to another, with the use of an allocated mobile phone line. Dodd (2020) explains how county lines involves “runners” and that they can often be teenage children who carry drugs wrapped in clingfilm in their body, and that cash can be taken back once the drugs have been sold.

The NSPCC (2022) outline the different forms of criminal exploitation children can be subjected to, these can include trafficking, gang and knife crime. Within the world of county lines, children are often groomed and can be asked to do such things as hide or carry

weapons (Harding, 2020, p. 143). They go on to discuss how members of gangs can identify vulnerability in those that have perceived “street swagger, bravado and attitude”. In the occurrence that I am reflected upon, the young male was demonstrating each of these traits when talking to both his mother and to police officers. If this young male was in the process of being groomed, he is likely to be forced into labour. This would be a breach of his Human Rights as it would contravene Article 4 of the *Human Rights Act* (Equality and Human Rights Commission, 2021).

Although the young male was obstructive with my colleague and I and did not give me any straight answers, the male did say that he had spoken to one of his social workers and that they were fully aware of the situation he was involved with. I considered that this was likely in reference to him informing social workers of his drug dealing involvement. One recommendation for those involved within county lines is to speak openly with a trusted adult about the experience (National Crime Agency). The male did report having a good rapport with his male social worker and has either shared or will potentially share what his current situation involves with him. The male may have felt uncomfortable sharing with police officers as it he may feel he would be incriminating himself. O'Brien and McMenemy (2022) have suggested that the issue with county lines could get worse as young people such as the one I dealt with in this instance may feel drawn to county lines gangs due to the cost-of-living crisis being experienced in the UK.

I elected, on this occasion, not to arrest the male and only seized the knife. I did, however, submit a thorough update on the circumstances of the incident and I also submitted a Public Protection Notification (PPN) with a high-risk rating attached. This was shared with the public protection team who in turn shared with local support services, including children's service. Furthermore, I submitted an intelligence report, detailing my concerns about the male. This intelligence will be important moving forward, with local response and neighbourhood policing officers now being made aware of this male's possible involvement with crime. James discusses how intelligence-led policing is a more proactive approach to reduce crime rather than the previous reactive approach (2003, cited in Ratcliffe, 20, p. 4). This approach is crucial for a situation such as the one discussed as it encourages a resolution for the male before the potential crime is committed.

When referring to the NDM (College of Policing, 2014a), I was able to gather information and intelligence about the address and the people involved before attending. The nature of

the report meant that it is also clear that a large portion of this incident involved the gathering of further information and intelligence regarding the male and his behaviours and practices. As mentioned previously, I had assessed the threat and risk involved and developed a plan prior to attendance. This plan, however, needed to be adaptable as new information would impact the risk and threat involved, as well as the plan that was in place. My colleague and I were able to attend having considered what powers and policy may have been available to us, but we also needed to be mindful that new powers and policy may need to be considered as new information came to light. The option and contingencies aspect of the model were similarly considered prior to attending, and officers knew that one such concern may be the language barrier. The plan was put into action, and despite the unearthing of new information when at the incident, the plan did not significantly change. I was able to execute the plan as intended. I then moved on to reflecting and review the information and I was able to report back to other departments within the police and supporting agencies about the potential risks the male was subject to. Now that the information has been gathered regarding the male, and the intelligence has been submitted, the police and other supporting agencies can begin assessing the risk and threat and develop an action plan for the male to attempt to draw him away from the potential gang involvement.

Word Count: 1903

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.

Consider your use of the National Decision Making and the Code of Ethics and review whether this impacted upon your use of discretion, and whether the outcome achieved best evidence.

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

ANSWER:

I was called to an incident where neighbours had heard the smashing of a window at a property that was known to local officers due to prior incidents. The address was that of the mother of an adolescent female. This was known to local officers due to a history of behavioural issues. The report stated that rear kitchen window had been smashed and it was suspected that the daughter had committed the offence. The daughter was 16 years of age. The female was registered as living at a different address as she was in the care of social services and was assigned two people to provide 24-hour assistance and support for her during the day. The female had a history of self-harm, anxiety and was diagnosed as having autism spectrum disorder. The female had been known to the police for two to three years and was currently on Police bail not to attend the property as there was an ongoing investigation relating to an alleged assault by the female on her mother. The previous occurrences, the medical history of the female and the current living arrangements related to the gathering of information and intelligence section of the National Decision Model (NDM) (College of Policing, 2014a), which I referred to during this incident.

Upon arrival, I could not initially see if anyone was in the property and could not determine with certainty if this was the daughter returning to the address or a third party attempting to break into the property. I was able to gain access to garden at the rear of the property and

could see that a window had been smashed in order to open the window. This information also lent itself to the NDM (College of Policing, 2014a). I was able to utilise the information and intelligence and move on to the next phase of the model, that being the assessment of the threat and risk and developing a working strategy. This involved conducting a thorough search of the property, the power which I utilised was Section 17 of the *Police and Criminal Evidence Act* (1984). Before officers resigned themselves to entering the property via the same window, they tried the rear patio door, which was unlocked. Officers made themselves known and began to search the property, which was in a messy condition, though nothing significant appeared to be missing. I fed this information back into the NDM (College of Policing, 2014a) to assist with my decision making.

When I made their way upstairs, they could hear that someone was upstairs. A window was left open in one of the bedrooms and the initial thought was that the suspect had climbed out of the window and made their escape. While considering the NDM (College of Policing, 2014a) once more I reacted to this new information by altering the strategy. My colleague made their way downstairs and back outside while I attempted to locate the individual, from the window. There was a small roof over the porch outside the bedroom window and it was one story high. The suspect had not run off, but was sat on the porch roof, attempting to hide from officers. The individual sat on the roof was the young female and daughter of the owner of the property.

I considered each section of the NDM (College of Policing, 2014a). I decided that no action was the best solution at this time. Attempting to bring the female in off the roof with the use of force meant there was a distinct possibility that injury may be caused to either the female, my colleague or I, as someone may fall from the roof if there was a struggle. Instead, I observed the female and tried to negotiate her returning inside, while my colleague remained outside to prevent her from absconding. I feel I demonstrated leadership in this moment, to not endanger the female or others (College of Policing, 2014a). I did not consider this to be a suicide consideration as the roof was not high enough to cause significant damage and the female was sat right back against the wall.

As a result of the female's age and needs, she did not act in a rational way and was unwilling to come inside. A study published in *The Journal of Neuroscience* (De Martino et al, 2008, p. 10746) outlines how individuals with autism do not incorporate emotional context when making decisions. This suggests the female may have been incapable of

deciding based on the emotional factors within this situation. My colleague and I waited with her for close to an hour while trying to persuade her to come in from the roof. When reflecting on this specifically, I could develop my understanding on neurodiversity and attempt an alternative method of assisting someone such as this female.

I, once more, considered the powers and policy once more available to me as cited in the NDM (College of Policing, 2014a). It was my opinion that that utilising powers and policy that would not involve arresting the female would be the ideal course of action in this scenario. Arresting the female would be a legitimate course of action for this incident as a crime had been committed, and the female was breaching her bail conditions. However, the main option officers were focusing on was to return her to her address and into the care of her support workers. Action could be taken in due course to investigate the alleged crime, but officers wanted to use their discretion to not arrest the female. She was warned that it may be deemed necessary to arrest her for criminal damage under Section 1 *Criminal Damage Act* (1971), but that I would prefer not to arrest her if she was willing to come with me to her place of residence. She was given ample time to consider her options. I attempted to act with fairness towards the female, openness by being transparent and objectivity by using my professional judgement to try and avoid arresting her (College of Policing, 2014b). She was young and vulnerable and if taking her to custody could be avoided then I was keen to ensure this, providing she accepted the alternative solution.

The female elected to come inside as she began to get cold, and in the interest of respect (*College of Policing, 2014b*) and her wellbeing I allowed her the space to do this, so I stepped outside of the room. This decision was made while also considering options and contingency element of the NDM (College of Policing, 2014a), as I was wary that the female may try and mislead me. She had informed me that she would come inside to discuss the options she had. However, when the female came inside, she took her jumper and attempted to climb back out the window. Fortunately, I had prepared myself for such an eventuality and at this point my colleague and I acted quickly to restrain her and prevent her from exiting the window with the use force. Given the option available to her and the amount of time she had been provided to consider them, it was deemed that she had elected to try and remain at the property despite not being allowed to. I therefore deemed it necessary to arrest the female for criminal damage. The decision to restrain her

was taken to act in the interest of the public (College of Policing, 2014b), those being the female herself and her mother.

Following her arrest, I was cautious of her history of self-harm. The female was known to keep small blades on her person. I was cautious that these blades could be used on herself or on officers, although the latter was unlikely as there was no history of this happening. The female was, therefore, placed in handcuffs to the rear, with the intention of her not being able to free her hands to access any hidden blades and cause further harm to herself. Given that I had stated that they did not want to arrest the female and would prefer to return her to her address, the female reacted badly to her being arrested. She claimed that I had said that I would not arrest her. Though this was not the case, it may have been the case that this is what she believed had happened. I believe I acted with honesty and integrity throughout the incident (College of Policing, 2014b) and had no intention of misleading her.

I conducted a search of the female following her arrest, as I believed the female may pose a risk to herself or others, as outlined in Section 32 (1) *Police and Criminal Evidence Act* (1984) and taken to the police transport to be conveyed to custody. Nothing was located during the search but given that my colleague and I were both male and the female in question was 16, officers deemed it unsuitable to remove her garments to search her further before entering the vehicle. I identified that it was not aligned with the Code of Ethics (College of Policing, 2014b) as it was not respectful, and officers would not be acted with integrity. The officers took the decision and were very aware that, under the Code of Ethics they would be accountable for their decision (College of Policing, 2014b).

The female had a small figure and was able to bring her hands to the front and unfortunately, she was able to take a concealed blade and began self-harming during transit to custody. I was able to react quickly and prevented any significant harm. Action needed to be taken by officers to safeguard the female, and therefore I decided that I should sit in the cage with the female to restrain her so that she was not able to harm herself any further. The decision not to call additional units to perform a further search on the female was not taken lightly, and so as an alternative I observed the female throughout the journey. This meant that the amount of harm inflicted was kept to a minimal amount. I took accountability (College of Policing, 2014b) for this and reported as such when writing up the circumstances that unfolded. It was clear that the female had been able to conceal a

blade and access it to harm herself and calling additional units to perform a search was unrealistic due to pressure on other units elsewhere in the area. I considered that the next best solution to protect the female was for me to sit in the cage with her and restrain her in order to protect her from harm. I believe I acted with accountability, integrity and selflessness in this moment to safeguard the female and prevented her from sustaining more serious injuries.

When applying the NDM (College of Policing, 2014a) to the situation, I considered each aspect was carefully before moving onto the next phase. Additionally, the Code of Ethics (College of Policing, 2014b) was referred to at each stage. The gathering of information and intelligence was carried out during transit to the incident. Utilising resources such as my colleagues experience of the address and the female, the police control room and on the electronic devices that I could access. I carried out dynamic threat and risk assessments, and I was able to establish a working strategy by trying to contain the female and not engage to put myself, my colleague or the female at risk of harm. I considered the powers available, and the policies of my police force and I was able to identify options and contingencies. I attempted to adopt a discretionary approach. This course of action was, in the end, not feasible, and the contingency was utilised by arresting the female. Following this incident, my colleague and I were able to review what had happened and took on a significant amount of learning.

A similar incident arose the following week where the same female had gained entry to the property by smashing a window once more. On this occasion I was able to act quickly to prevent the female accessing the window to her bedroom and restrained her before she was able to climb out. Additionally, I did not risk leaving the female alone in the cage during transit and sat with her to prevent herself harming. In doing so, I was able to maintain the respect and integrity required in the Code of Ethics (College of Policing, 2014b). I acted with accountability, as I had taken alternative action to safeguard the female. Given what had happened during the first incident, and the learning I took from it when I reflected on it, I was very pleased that the next incident did not go a similar way and that I was able to minimise the risk at an earlier stage.

Word Count: 2136

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Communicating in a more direct manner	This will become more natural with experience. Consider what needs to be communicated prior to delivery and ensure that it is delivered in a direct, yet	Most of this will be self-directed but tips can be attained by observing colleagues.	Continuous improvement required. To be reviewed monthly.
Witnesses Statement Taking	This will improve with experience. Allow sufficient time to complete the statement in as much detail as possible, and then attempting to improve on the time taken to complete the statement.	Utilising the learning resources from training School i.e., PEACE model, Cone question, PLAT Also seek support from sergeant and other members of the team who have made similar improvements.	Continuous improvement required. To be reviewed monthly.

Suspect Interviewing	This will be achieved as exposure to more interviews occurs. Experience of different crimes and different responses will build experience in this	Improvement anticipated when Hub and CID placements completed due to regularity of interviewing.	Continuous improvement required. To be reviewed every three months.
Case File building	This will be achieved when a case file can be completed without support. Utilising resources available from Police and training notes. Also, by exposing myself to more work involving case files to become confident in dealing with them.	Sergeant and experienced members of the team. Additionally, improvement anticipated following exposure to case file building when on Hub and CID attachments.	Continuous improvement required. To be reviewed every three months. Ideally a case file be completed without support before being confirmed in rank.

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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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