

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

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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.

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](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-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.

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 particular 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 to 500 words
Task 6	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay, the aim is to discuss and compare numerous coping strategies that were applied through my experience of police training to develop resilience and minimise stress. The discussion will start with the importance of reflective practice. Gibbs' (1988) model of reflection will be used to: highlight my experience of training, what stressors were there, thoughts and emotions of the experience, positive and negative aspects of training, analysing the personal effectiveness of coping methods used, and look at lessons learned, and plans for the future. The coping strategies to discuss are sleeping, routine, social networks, and exercise. The literature around these methods will be explored. The essay will conclude with summarising the experience and the effectiveness of coping strategies for resilience and stress moving forward.

Reflective practice is considered an advantageous tool in terms of learning. Boud, Keough, and Walker (1996, p. 33) define reflective practice as an effective learning process to which the individual consciously makes the effort to engage in reviewing their own experiences, in order to gain new understandings and appreciations. They suggest the important stages of reflection are: *returning to the experience* and *re-evaluating the experience* as this can elicit more detail, examine feelings, and integrate the learner's aims with the new knowledge found from the examination of the experience (Boud, Keough and Walker (1996, p.41). In summary, reflective practice allows learners to review their experience in detail and gain more knowledge about what happened and why. This allows for new aims to be achieved in light of this.

Gibbs' (1988) model of reflection will be used to explain my personal experience of police constable training and the strategies that I used to develop resilience and minimise stress. Firstly, Gibbs' (1998, as cited by The University of Edinburgh, 2019) model includes six stages which are: Description, Thoughts and Feelings, Evaluation, Analysis, Conclusion and Action plan.

My experience of police training was 6 months of learning legislation and practical elements of the role. Everyone was assessed through four examinations which tested knowledge and understanding of legislation and its application to real-life situations, and consideration of practical policing elements. We were also assessed on fitness levels, first aid training, in-house mandatory e-learning, learning how to use software packages and electronic devices, case-file building in readiness for court, officer safety training, practical role-play assessments, interviewing techniques. In terms of stress, it was at its most testing time within the first half of the course as it is a new environment and adapting to a new lifestyle can be overwhelming. Towards the second half of training I developed better skills in terms of resilience to stress.

Onto the thoughts and feelings stage of Gibbs' (1988) model next. During the beginning of training, it became overwhelming as it had taken me a few years to get my career started and to get to this point. Along with that, there was worry that if I did not enjoy being a police constable, what was the backup plan? However I was still proud I made it to police training and remained positive to continue. I felt pressure to do well as in previous academic studies I had reached levels that I thought were out of my remit. However, within policing specifically, I do not have relative experience to ensure I will do well at the practical side of my career. Another thought and feeling including financial strain as I had moved for the job which provided more financial outgoings and pressure to sustain housing on the initial salary.

The next stage is evaluating my experience within police training by identifying the positives and negatives. The positives to police training was that my personal development has improved; I achieved good scores in my exams and improved my confidence and ability within the practical role-plays. I had passed all assessments and remained professional throughout training. Another positive of training is meeting new people who are going through the same thing.

The negative aspects to training was the initial balance of work and home life. I tended to focus too much on work-life which led me to neglect my home-life. Kratz (2016) highlights the importance of a work-life balance and spending time with your family at home; stress may be the result of this being imbalanced. Another negative aspect included group dynamics. Although meeting new people is great for social networking and integration, it can have its challenges when issues arise. Although I had no direct involvement in issues, the group tended to be addressed on the whole; which added stress.

The fourth stage is the analysis of my experience of police training; this section will discuss the coping strategies I used in training. In terms of my initial coping strategies with stress, I began to sleep too much, avoid talking to family regularly, and avoid making plans to see friends as I felt too busy. This was counterproductive as it lowered my mood at home and made me less likely to do work in the house. Billings and Moos describe part of the conceptualisation of coping as avoidance; which the individual decides to engage in other activities in order to deflect and ignore the problem (1981, 1984, cited in Dewe et al., 2010, p. 70). Excessive sleeping is often used by police officers as an escaping coping strategy which can lead to work-family issues (Burke, 1998 as cited in Dewe et al., 2010, p.88). This avoidance and excessive sleeping did not solve the problem, it just increased the impact of the stressor.

However, during my training I began to realise my old habits when dealing with stress. I started to focus on gaining structure to my time at home. A routine allowed me to complete revision, exercise, cooking, time for friends and family, and also time for myself. This led to more productive evenings and a sense of achievement.

So the first strategy for resilience to stress is having a routine. I believe I become more productive with a routine and ensuring my day is not wasteful is important to me. However, Ehn and Löfgren (2009) suggests that although routines give us a sense of security by providing a practical solution or ordering our daily lives, it can create problems when routines are not adhered to in times of crisis. There seems to be a debate in literature, whether coping with stress is considered an action or an omission. Such as doing nothing is considered avoidance or ignorance of stress, but 'too much effort' could result in more stress. Dewe et al. (2010, p. 30) suggests that the level of awareness could measure the appropriateness of

coping strategies. Potentially, it could be a balance between both (doing something and doing nothing) is more effective or it could be down to individual preference.

The second strategy is social networking. Making time for friends and family is an important way to become resilient to stress. The main themes in resilience for workplace stress includes a network of social relationships and positive emotions (Lian and Tam, 2014, p.47). This emphasises the importance of having positive relationships which can help manage stress, and it is the ability of coping that determines the outcome of stress. Social support within the workplace is frequently associated with positive health benefits and helps deal with stress. However the benefits may be compromised when the individual is involved in *co-rumination* (the goal of the relationship is to provide mutual support) avoids finding a solution and exaggerates the problem (Boren, 2014, p.6). In summary, social support is only beneficial when it becomes a problem solving approach rather than excessively exploring and exaggerating the issue.

The third strategy is health-related behaviours such as exercise. Although exercise has no direct link on reducing physiological responses to stress, those who are physically active perceive their well-being positively and feel less distressed (Buckworth et al. 2013, p. 115). Exercise is considered a great way for resilience building by increasing well-being and empowerment (Dewe et al, 2010, p. 59). Within literature, there is growing considerations regarding the role of exercise and mental health; it can be used as a therapy / treatment, coping / management, improving quality of life, and a preventative tool (Fox et al. p. 4). In summary, exercise is a positive method of resilience to stress as it is positively associated with mood and increased well-being. However this is not a coping strategy that can be used alone in minimising stress.

Concluding my experience within training; I initially dealt with the stress of the changing work-life balance in an ineffective way, by avoidance strategies. However, being more organised with my time, allowed exercise, socialisation and time for myself. This allowed me to continue with the training in a positive manner, due to feeling in control and resilient, and keeping stress to a minimum. This enabled increased self-esteem and confidence, and enjoyment through training.

The action plan for the future is addressing stressful issues by acknowledging my thoughts and feelings, ensure I am sticking to a routine if appropriate, maintain regular exercise and ensure positive problem-solving social contact with family, friends and colleagues. To prevent this negative coping mechanisms happening in the future, it is wise to make those within your social network, aware of the positive and negative coping mechanisms and individual preference.

In conclusion, using the reflective model to analyse my police training experience, the initially coping strategies to stress were ineffective and upon adaption, my new strategies helped build up resilience to stress. Routine, exercise and social relationships were the positive strategies I adopted within training. Although the literature has positive and negatives for most of these strategies, it is important to find a balance between the strategies and determine which works for best for yourself.

Word Count: 1,622

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.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will explore an incident involving conflict and I will reflect upon how I dealt with the conflict, my thoughts and feelings prior and during the incident and the positives and the negative of the situation. Then I will analyse the situation by discussing theories which could explain the behaviours of those involved, and discuss the ethical principles that were used. I will then conclude the essay by identifying improvements for myself, and consider what I could have done differently.

I will use Gibbs' (1988, as cited by The University of Edinburgh, 2019) reflective model to structure this reflection. Reflective practice is important within policing as it is a complex and ever-changing topic which requires assessing its problem-solving approach, in order to determine its effectiveness and lessons learned for the future (Bryant and Bryant, 2019, p.

138.). The aim of this essay is to outline what went well and improvements for the future, in order to become a better police officer.

Firstly, I will discuss the incident in which I experienced conflict. I was dispatched to call at approximately 00:58 hours regarding a COVID breach. The report was of a party going on since 20:00 hours within a block of flats and that neighbours have approached them to ask them to keep the noise down, which escalated the noise levels.

Myself (female) and three of my male colleagues arrived at the address wearing appropriate PPE (COVID symptoms were unknown), and could hear there were multiple people talking behind the door. There was a plastic bag in the porch area, full of empty cider cans. We knocked on the door and made our presence known. The persons inside were hesitant on letting us in, but after negotiations we entered the property. There was significant amounts of alcohol and signs that there was multiple people in the flat, however, in the kitchen there were two males and two females.

I explained that they were breaching COVID regulations by not isolating within their own homes. One female stated that this flat was her home and one of the males was her partner who was isolating with her. The others excuse was that they live within the same building. My colleagues checked the other rooms in the flat and found a further three people hiding in the bathroom.

During this time, the male partner of the home owner, appeared to be severely intoxicated and became increasingly hostile and argumentative to the fact there were four officers in the house, also breaching COVID regulations. He mainly engaged in hostile arguments with the male officers. I took over the conversation with him, being a female officer, and let him speak first. I then pointed out to him that we are not here by choice, but because he and his friends decided to have a party breaching government regulations which has made us risk the lives of our families and ourselves in getting this virus. Although he did listen to me, he was reluctant to provide his details which made him continue to be argumentative. I explained that we can deal with this without this being escalated if he co-operates with us. However, his partner assisted police with this and she was attempting to calm him down. A person check revealed that he had warning markers for violence and mental health.

All the other people involved, were given suitable words of advice regarding the COVID regulations, their details were taken and they returned to their homes

Officers explained to the home owner and her partner, that if we have another call regarding government rule breaking regarding COVID, officers will be giving them a fixed penalty notice. We then left the address.

The next stage of reflection is my thoughts and feelings. Before the incident, I was considering the College of Policing's (2013) National Decision Model, and thinking about the powers and policies we have in terms of dealing with a COVID breach. These were to engage, explain and encourage or if necessary then do give those that are breaching the regulations a fixed penalty notice. However, calls are not always as they are reporting in the majority of cases, so I was keeping an open-mind in what else I could be faced with. Also regarding information and intelligence, we had no information regarding the people that were expected to be inside the address, so could not be aware of any risks or warnings.

Upon arrival, the call was as it seemed and during the incident I was considering my options to be to engage, explain and encourage via communication. As the one male was being uncooperative and argumentative, I was considering a fixed penalty notice as he was not taking responsibility for his actions. However, I believed this could have escalated his behaviour from verbally resistant into becoming aggressive resistance. The other people in the address were cooperative and followed instructions by police. I was aiming to deal with this incident without using force, as using the National Decision Model, there would have been minimal level of threat due to the nature of the incident and the majority of those involved did not pose a threat to officers. However the attitude and behaviour of the one male, made use of force a consideration, depending on if his behaviour was going to escalate.

In terms of the assessing threat and risks, I was very aware of my surroundings as there were seven people (both males and females) in the property and four officers; we were outnumbered. The main conversations were happening within a very small and narrow corridor, which were heated. I placed myself in between the hostile male and the other male officers, as he was getting more frustrated and edging towards them. He did not respond well to one of my colleagues. I kept him talking to him from a distance to try and diffuse the

discussion. I felt, as a female officer, it was harder for him to get aggressive at me because I would not react to his comments. I was also considering impact factors at this point, including numbers of people, gender, height, weight, and alcohol consumption, potential warning markers (violence and mental health), and the cramped environment.

Evaluating the incident, the positives from the situation are that it did not escalate into a physical conflict and nobody got hurt. Another positive is, that I engaged in active listening skills, and used my verbal and non-verbal communication skills to deal with the situation.

The negatives from the situation are that, potentially the number of officers made the male defensive and uncooperative. However, there were a number of people within the flat, who were intoxicated and the male had warning markers for violence and aggression, which we only found out about during the conversation, so was safer for four officers to be present.

In hindsight, I should have encouraged the male to go into one of the rooms and potentially sit down if he would have been willing. This is because the main conversations were had in a small corridor which was cramped, which I felt was not safe. Although, as officers we were blocking his exit to the flat, it was difficult to make a 2 meter reactionary gap in order to respond to any physical aggression.

In terms of analysing the experience, I believe I had dealt with the situation well as I did reciprocate the hostility that the male presenting with. I believe this made it difficult for him to maintain this level of behaviour, and in-turn reduced it. The male was trying to engage with the male officers to get a reaction out of them, but as I was stood in between, it made it difficult for him to successfully achieve this. Wall (2019, p.154) introduces the theory of '*Betaris Box*', which outlines the importance of the impact of our attitude as police officers which effects our behaviour which is reflected on those who were are communicating with, which subsequently affects their attitude and behaviour. Therefore, if our attitude is negative towards the person / situation, our behaviour is likely to be negative which imitated by those who we are communicating with. This is likely to produce a breakdown in communication and escalate the situation. Consequently, if I reacted to the male with the same level or even a higher level of hostility as he presented me with, this would have escalated the situation and there would have been little success in communication. '*Betaris Box*' definitely helps to

explain and understand situations, behaviours and the impact of our attitudes and behaviours. However, it is too simplistic to explain every situation and reasons behind a person's behaviour. For example, the male in this incident had been drinking alcohol, which can alter a person's behaviour and the situation or outcome may have differed if alcohol was not present. Alcohol may be a reason for his instant hostility towards officers, rather than the number of officers or the fact that the majority of officers were male.

Another theory which can be applied to this situation is Emotional Vs Rational Brain. Emotional brain makes a person expressive of their feelings and emotions through their behaviour, whereas a rational brain uses reasoning and logic to process the information to form a reaction (Pediaa, 2015). Emotional tends to be impulsive behaviour and rational tends to be more thought through. In terms of the incident I was dealing with, I would apply the emotional brain to the male and his partner was an example of the rational brain. The male was intoxicated which would have encouraged him to become more emotional than rational. He was expressing his frustrations of officers being present and deflecting the issue, rather than listening to the logical explanation of why officers had to attend the property in the first place. His partner, was more cooperative with police and was attempting to explain the logical reasoning to the male, to diffuse his behaviour. This theory is good at understanding the reasons behind behaviour, and if there was a situation where negotiation was needed, this theory would be appropriate by trying to move a person from the emotional state of mind to the rational state of mind.

I considered and based my actions on the policing principles set by the College of Policing (2014), including Fairness, Integrity, Respect and Leadership.

I believe I was more than fair in this situation as we are encouraged to engage and explain for those breaching COVID-19 regulations before issuing a fixed penalty notice or arresting. However, even though the male was being uncooperative, I persevered in engaging with him to avoid escalating the situation, even though he could not prove he was living at the same address as his partner. I did not force him to leave the address, I took his word for it that he was self-isolating with his partner, and used my discretion. Bryant and Bryant (2019, p.82-83) state that discretion cannot be used in every situation, but when it is appropriate, it is a common sense approach to policing and is used by officers when it is not practical or legitimate to arrest.

I was using integrity but sticking to the fact that they were not allowed to have a gathering under the current regulations, so my job in this incident was to disseminate the people from the property to do the right thing and protect others. This was doing the right thing in accordance with COVID-19 regulations and doing the right thing within the community as those involved were causing issues for their neighbours from having this party during lockdown.

I also used leadership skills in order to take control of dealing with the person who was becoming an issue in getting the result we wanted, because I identified the source of his anger and tried to reduce it using the fact I was a female, which I believe he responded better to. I also ensured there was distance in between him and my colleagues whom he was getting frustrated at.

Concluding my experience, I have learned that I could become more assertive which may have resolved the situation more quickly, but potentially in this situation it could have escalated. I also learned that not everyone can be reasoned with and sometimes putting time and effort into trying to reason may not be productive in the situation. Finally, I think the main thing I would change about this situation would be to try and move the hostile male into a room, where there is more space and have the ability to isolate him if necessary. This would have provided a safer environment for all. I believe effective communication made a positive result in the situation, as we stopped a gathering which was our main aim, we did not need to use force, there was no escalation and we used engage and explain methods of disposal. I was very aware of the risks around me, which is positive, but I would like in future to think quicker about how to resolve or reduce these risks.

In terms of an action plan for the future, I would ensure I am more aware of my surroundings and consider ways to make the environment as safe as possible. I aim to gain skills to become more assertive, in order to deal with the situation quicker. Although I do believe it is still good to use effective communication to de-escalate a situation and to avoid using force if necessary.

In conclusion, this essay has discussed an incident involving conflict which used communication skills to prevent the incident escalating to using force and preventing physical aggression. The national decision model has been discussed in terms of information and

intelligence, assessing threat and risk, options and contingencies. I reflected on my thought processes prior and during the incident, the positives and negatives of my actions. I have analysed the incident to understand the reactions of the male involved, and considered my approach of using the policing principles. I have also identified areas of improvement such as assertiveness and decision-making, and future planning.

Word Count: 2,353

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

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay discusses a policing incident where I played a significant role for a victim / offender and I will reflect on what happened. I will use Borton's (1970, as cited by Jasper and Wiggins, 2003, p. 101) reflective model to structure this essay. The initial phase is "What?" which will include the description of the initial call, the summary of the incident, the investigative process and brief outcome. The second phase is "So what?" which will include the legislative and social context towards the offence / incident, the impact of the incident, my responsibilities as officer in case, the procedures, the relevant policing values, the outcome and other considerations. The final phase is the "Now what?" which includes a reflection of actions taken, potential consequences and implications and my personal changes for the future.

This essay involves a hate crime and a restorative justice process, which are both defined below.

Hate crime is an incident which constitutes a criminal offence, which is perceived to be motivated by prejudice or hate, on an identifying factor such as disability, age, faith, sexual orientation, gender identity and race (Home Office, 2005).

Restorative justice is a practice where the victim is the focus and the aim is to repair the harm that has occurred between the offender and the victim, this could be through mediation, exchanging letters, or face-to-face conferences if appropriate (Home Office, 2019).

Firstly, the “What?” phase will summarise the initial call and the incident, initial actions taken and a brief version of the outcome. I was attached to a call regarding a report from a female who has a disability and stated that she had been walking her dogs whilst on her mobility scooter, where another dog approached them in the street and the dog attacked hers. The owner of the dog, approached the female whilst grabbing his dog and verbally abused her regarding her disability. The male had uses offensive language including swear words, calling her a “cripple” “useless” and a “mongrel” to name a few.

I attended the victim’s house to ensure she was ok and to obtain more details of the incident. She stated that the male was unknown to her but she knew which house he was in on the street where the incident had happened. Also she provided us with details of a potential witness who was visiting one of the neighbours on the street.

The victim initially wanted the male to be given suitable words of advice, but was also supportive of a prosecution and provided me with a positive witness statement. I explained to her how serious hate crimes are and we like to take positive action at south wales police. I conducted initial CCTV enquiries on the street where the incident happened. The incident was captured, however there was no audio information to depict the event, which is the nature of the event.

The female who owned the CCTV, was also the partner of the male that witnessed the incident. She stated that her partner would not support a prosecution as he does not like police. My colleague asked to confirm this directly with him via telephone and he corroborated the incident, however was not willing to provide his name or any statement to that affect.

Subsequently, I conducted house to house enquiries at properties on both sides of the streets, to which there was three neighbours which saw various parts of the incident but two of them could only hear raised voices from a female. No-one could state what was said.

Following the lack of evidence and advice from my sergeant, I spoke with the victim regarding realistic attempt of prosecution and it was agreed that restorative justice would be more suitable. The victim was more than happy with this outcome and appreciated the evidential difficulty.

Initial attendance at the male's address resulted in no response, however I did re-attend at a later date and conducted restorative justice successfully. The male admitted he made comments to the female regarding her disability which he was remorseful and regretful about. He stated that he was having a disagreement with his partner at the time, and then his dog escaped the garden, which added to his frustration, and he did not mean what he said and confirmed that he does not hold prejudice to those with disabilities. He constructed a written apology with his signature and assured officers that if he sees the female again, as she regularly walks her dog on that street, he will apologise to her in person. He understood the serious nature of the incident and that it is in fact a criminal offence.

Onto the "So what? Stage of Borton's (1970) model, this is where I will discuss the legal and social contexts on the incident, my role of the officer in case, policing values and considerations, options and outcomes. In terms of the legislative context, the offence the male committed was Intentional Harassment, Alarm or Distress, which is defined in the Public Order Act, (1986) as:

"A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he—

uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or displays any writing, sign or other visible representation which is threatening, abusive or insulting,

thereby causing that or another person harassment, alarm or distress."

In this case, the male had used abusive and insulting words which caused another person harassment, alarm or distress. However the additional element in this incident is the prejudice against disability, which is seen as an aggravating factor to public order offences and can increase sentencing. Although in terms of legislation, racial and religious hate holds more precedence in law as it is an additional offence under The Crime and Disorder Act (1998).

In terms of the social context of hate crimes, the legal aspect only works if the social aspect of understanding hate crimes works, as it heavily relies on the victim reporting the incident (Dahlstrand et al., 2015, p.1872). It is difficult to enforce the law, if the nature of the incident is not perceived to be a crime, therefore under-reported.

Part of the reason why hate crime is taken so seriously is because of the detrimental impact it can have on its victims and their lives, which include both physical and psychological. The psychological impacts include feeling isolated, depressed, anxious, angry, post-traumatic stress, suicidal ideation, self-injury (Williams and Tregidga, 2014). The psychological issues are generally considered long-term problems as the victim's perceive they have been targeted due to their affiliation with a particular group (Dahlstrand et al., 2015, p.1861). This can affect a person's life massively on the way they choose to live as they have been subjected to a crime because of who they are. Harassment can be a form of hate crime, which involves repeatedly victimisation, and this can affect someone's life as they may choose to hide who they are to avoid becoming a victim again (Dahlstrand et al., 2015, p.1872). This alters the way victim's lead their lives, removing their sense of freedom which could impact the wider communities of that characteristic.

In terms of responsibilities and procedures, the initial responsibilities are to identify and record that a hate crime has taken place. This would ensure that the incident is easily identifiable in order to share the relevant information. Another responsibility is to ensure a hate crime risk assessment has been completed, to understand the level of risk of the victim and the work needed in order to protect them. A 10 point plan has to be conducted which ensures certain actions have been taken, including obtaining a victim statement, offences committed, positive actions, ensure the incident has been identified as a crime, update the hate crime officer, ensure a comprehensive update is completed. In terms of sharing the information with additional departments, I notified my supervisor, the hate crime officer and the neighbourhood policing teams for information, advice, support and

follow up reassurance visits. I also offered to refer the victim to a charity called Victim Focus which is a support agency, but the victim declined.

My responsibility as the officer in case, is to impartially investigate the matter and to support the incident towards a resolution. In this scenario, there was minimal evidence I could produce to a court to put forward the victim's case. Restorative justice is an optional method of disposal which alternative to a prosecution, which ensures that there is a community resolution on some level. After seeking advice from my sergeant, it was agreed that restorative justice would be appropriate in this instance. I had to confirm this method of disposal with the victim and to ensure that this option was right for her, and she was more than happy with this outcome. It was my responsibility then to determine if the outcome was suitable for the offender, as he was unknown at this point, I had to identify him and have a discussion with him. After visiting his house, he confirmed his name and I conducted a person search to ensure that he is not a serial hate crime offender. Restorative justice can only happen if both the victim and offender consents and if the offender fully admits to their actions. The male was fully co-operative with the restorative justice and wrote a digital apology with a signature, which I could then send a copy to the victim.

In terms of policing values I believe I adopted numerous values in this scenario. These were honesty and leadership, as I was realistic to the prospects of prosecution with the victim throughout the investigation and offered her more suitable options and gave her a choice. This is important in hate crime incidents as it put the victim in control of the situation. I remained objective during my investigation as I gained information which supported and opposed the victim's statement, such as timing differences and a female to be heard shouting. I remained open-minded regarding the potential outcomes, as I was considering arrest to begin with and then considered restorative justice. These options were dependent on the victim's wishes, eligibility of the offender, and evidential circumstances.

Other considerations throughout the process was the welfare issues of the victim. The victim wanted the offender to be spoken to by police, but was willing to support a prosecution to which she provided a statement. She also completed a victim personal statement which detailed how the incident made her feel and how she did not want this to

happen to anybody else. The victim was strong minded and was only really concerned if someone else had experienced what she did. The victim did not consider herself vulnerable but due to her disabilities, I suggested we applied for special measures if the matter progressed to court. She was happy with gaining assistance to get to court.

The outcome of the restorative justice was positive and I believe was the most appropriate resolution method, as the two parties have now spoken and the victim has received a person apology from the offender. The victim has informed me that she set up a neighbourhood watch scheme via social media and the offender has offered to take part in the activities she has set up. On reflection, although arresting for a hate crime would seem more proportionate, I believe this may have increased the animosity between the parties rather than gaining the positive relationship they now have. They have put their disagreement into a constructive use for the community in which they live in.

Onto the final stage “Now what?”, this phase will be a reflection of actions taken, consequences, implications and changes for the future. I believe the initial response to the call was appropriate as I went to see the victim, to ensure she was ok and to obtain a statement. During this time, it was important that I engaged with her to ensure that she understood that we were taking this seriously and we are victim-led. I believe I gained a great rapport with the victim, she was forthcoming with information and was supportive of the process.

After the initial investigation by reviewing the CCTV and speaking with potential witnesses, arresting the male was still a possibility but I decided to update the victim of the current evidential difficulties and inform her of the alternative process, restorative justice. The victim agreed to the restorative justice process which gave her control of the outcome. Clamp and O’Hahony (2018) state that the benefits of restorative justice are that it provides a high rate of victim satisfactions, it improves police-community relations, it improves happiness, well-being and confidence, it promotes change in offenders and gives the victim a sense of empowerment. I believe this has empowered the victim in this case, whereas going through a judicial process may not have had the same effect. It can be a gruelling process for victims and inconvenient depending on their circumstances. If I had arrested the male, it could have been progressed to crown prosecution service, who decide if there is a likely case of prosecution. If prosecution is not likely, then no further action would be taken and would have not given the right victim satisfaction. However, if

the crown prosecution service decided prosecution is likely, it would have gone to court and how long the process takes would depend on the offender's plea. If the offender was found guilty, he would be convicted of the offence and his sentence would be decided by the court. This can be a lengthy process for some victim's, it could reach the outcome they were hoping for but it could also impact their own health and well-being.

If I could change anything about this scenario, it would be to ensure that the restorative justice process happened quicker. Due to operational demand and shift allowances, it was difficult to get to obtain the written apology soon after the event. Also, I gained consent for the restorative justice process over the phone, however written consent from the victim needed to be collected ideally before the process takes place. This was done after, but in the future I would need to gain the consent sooner, for paperwork continuity.

In conclusion, I dealt with a hate crime with a public order offence where a female with a disability was verbally abused by a male. I dealt with both the victim and offender in this case, I investigated the incident and facilitated a restorative justice process. I have reflected on the legislation and social contexts of the incident, my responsibilities as officer in case, the procedures, the core policing values, outcomes and considerations. I have also reflected on possible implications and consequences and have noted further improvements for the future.

Word count: 2,467

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 the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will discuss an incident of shoplifting with three persons, and it will discuss the process from start to finish of my actions and my rationale throughout the process. Applying the national decision model (NDM), policing values and discretion. I will use Borton's (1970) reflective model of "What? So What? And Now what?" to structure this essay. The "What?" stage will summarise the situation, my actions in order to investigate it and the outcome of the incident. The "So what?" stage will explain my rationale behind the actions and investigations, using the NDM, considering the social and legislative contexts, powers and policies etc. The "Now what?" stage will discuss the policing values applied to this incident and the role of discretion and the implications of it, which will conclude the essay.

In the "What?" stage of Borton's (1970) reflective tool, I will summarise the incident, explain my thought processes and actions during incident, and explain the outcome.

I had been tasked by my sergeant to progress an investigation for a shoplifting incident that happened in the local Tesco supermarket. The initial investigation had already been completed by another department. The initial CCTV was obtained to gain the images of the persons and vehicle involved, and the initial contact with the witness had been made. The CCTV images of the three person involved were sent to the department who use automatic facial recognition formula to identify possible matches, with the police database. These results came back with two matches and the third suspect was unknown. When I received this incident to progress, which was four days later, the outstanding actions for this incident were to obtain a witness statement and to locate and interview the suspects.

To summarise the incident; a Silver Vauxhall Vectra with the registration visible on CCTV enters the supermarket car park and parks under some trees in the distance, where three people are seen to come from. The three people are one male and two females, and the male enters the store first creating distance between himself and the others. The male picks up numerous items which include deodorants, chocolate, a magazine and a multipack of crisps. In the meantime, the two females walk around the store and the unknown female selects a loaf of bread and they both leave the store and return to the car, without making payment. Shortly, both females return to the store, empty handed, and both pick up an outdoor chair each which are near the self-service checkouts and walk down an aisle. The male then leaves the store with the items, without making payment and the two females follow seconds later with the outdoor chairs, again without making payment. All three make their way back to the vehicle which subsequently leaves the car park. The items that were stolen amounted to approximately twenty-eight pounds.

I initially reviewed the updates on the incident log, to ensure I was familiar with the case and the actions that had been already taken, to identify if anything was missing. I noticed that the initial CCTV that had been obtained, did not show the unknown suspect pick up the outdoor chair and it needed to be evidenced that they walked past the till area without offering payment. I also made myself familiar with the images of the outstanding suspect, in case I become aware of further information. The female had a distinguishable tattoo on her left forearm and long brown hair.

Next, I made contact with the witness and organised a suitable time to make a statement, which was completed the same day. During this visit, I obtained further CCTV which pictured the unknown suspect taking the outdoor chair and the females walking past the till area without offering payment.

Due to operational demand, I could not see the two suspects until two days later as they lived outside my station's patch. The male and the female lived in two separate addresses but were brother and sister. I approached the male first, and I positively identified him to be the male in the CCTV. I then explained that we are here because he has been linked to a shoplifting incident from the Barry area and we needed to investigate it. He consented to a search of his home and I offered him to be either interviewed at a station with a solicitor or we could interview him at his home if he did not want a solicitor. He chose to have an interview within his home, and I conducted a contemporaneous interview whilst filming on my body camera, where he made a full and frank admission. During the consented search of his home, I met a female upstairs who caught my attention because of her tattoo on her forearm which matched the one in the CCTV images. I acquired her details, reviewed her history and saw that she had no previous convictions for similar offences, and she subsequently admitted her involvement. Therefore I dealt with her via Penalty Notice of Disorder, which would require her to pay a fine of ninety pounds.

I went to the address of the other known female, who was difficult to get to open the door initially. With a bit of communication with her brother who contacted her via telephone, she answered her door. She consented to a search of her home and wanted an interview within her home without a solicitor. Therefore, I also conducted a contemporaneous interview, where she made a full and frank admission to the offence.

I submitted a case file with all the relevant documents in order for a postal charge requisition to be sent to two suspects. This document notifies the person that a decision has been made to prosecute them for an offence at court (Avon and Somerset Police, 2020). This then requires them to put forward their pleas, and they will be notified if they need to attend court.

Onto the "So what?" aspect of Borton's (1970) reflective tool, this will discuss my thought process in dealing with this incident the way I did and the implications of this.

In policing, we are encouraged to use the College of Policing's (2014) National Decision Model in order to make policing decisions practically. The elements of this model are code of ethics, gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action and review (College of Policing, 2014).

In terms of this incident, I gathered information and intelligence from the occurrence log and reviewed the two suspect's niche profile. This gave me information on their previous offences and involvements, which showed me that they have previous for committing low-level thefts. This allowed me to consider options of disposal and consider either arresting or postal charge requisition.

Before meeting with them, I reviewed their warning markers to understand the level of threat or risk I would be exposed to by going to their house. I ensured the Cardiff units were aware we were on their patch if assistance was needed. I developed a strategy about how to approach this situation with them, in order to resolve the issue where the victim benefitted and the offender is brought to justice. My strategy was to provide them with the information we had, which was damning for them. Also to inform them of the options on how we can proceed with this, which included arresting them or dealing with the situation without having to go to custody.

I considered my powers, which included arresting and I would have been able to search their premises under section 32 of PACE if they were arrested at their home address. However, I was willing to ascertain their consent to search their premises, rather than arresting them as I considered it not to be necessary. I believe it was not necessary to arrest in this situation as the items were unlikely to be retrieved due to the time lapse, and if the suspects were co-operative then we could deal with them outside of custody.

I put my plan into action and I achieved a positive result, as I had both suspects make a full and frank admission and I found the third suspect. Also I did not receive any animosity or conflict by the suspects, despite their warning markers and they appreciated my decision, with their consent, to deal with them out of custody.

In terms of the social context of shoplifting, it is a crime that is regarded as a low level, but it can negatively affect communities and businesses. The Home Office (2014) states that the court deal with approximately 80,000 cases each year which significantly impacts the communities, businesses and the economy. Although the shop that these items were stolen from is a big corporation and this would mean little financial implication, it has still added to the overall financial loss the company faces on a daily basis. The crime had been committed in broad daylight and I believe the intent was there as the two female returned to the store after stealing the initial item. This would affect the wider community, if this behaviour was not policed, which may increase the behaviour and ruin the business economy.

Research suggests that there are many reasons why people steal from shops; these include the perceived minimal risk of apprehension, low severity in punishment, peer influences or relationships with those of a similar mind-set regarding shoplifting (Kraut, 1976, p.365). I think these predictors are related to the incident in question, as the two suspects are related so they are of similar mind-set regarding shoplifting and are influential in each other's lives. They both also have a history of shoplifting, which shows they know there is a low severity in punishment and they have understanding of the criminal justice system. They also have shown a perceived minimal risk of apprehension, as the females stole a loaf of bread before picking up an item which was a more obvious and expensive. I believe this action was to test whether they could get away with stealing a larger item.

In terms of the legislative context, the Theft Act (1968) defines the offence as,
“Dishonestly appropriating property belonging to another with the intention of permanently depriving the other of it.” (CPS, 2019).

In this incident, I decided make a postal charge requisition to allow the case to go straight to court. I needed to prepare a case file with witnesses' statements, exhibits, MG05 – Police report, MG06 – Case file information, interview records, pocket notebook entries, police national computer records of the defendant's pre-convictions etc. In order to ensure the Criminal Procedure and Investigations Act (1996) is complied with, all material for the case should be corrected recorded, retained and revealed to the defense, even material that weakens the prosecuting case (College of Policing, 2019). The officer in case should pursue all reasonable lines of enquiry and the material obtained should be disclosed if it is believed

to be relevant to the case (Ministry of Justice, 2015). The officer in case should ensure the information that is recorded (including negative information), is durable and retrievable in any whichever form it comes in, and it is recorded relevant to the time or as soon as reasonably practicable (Ministry of Justice, 2015). Finally, in terms of retention of material, the officer in charge must ensure that a copies of the original materials are taken and should reassess the relevance of any material in the case throughout the process (Ministry of Justice, 2015).

Onto the “Now what?” stage of Borton’s (1970) reflective tool. This stage will discuss the policing values that apply to this incident and the implications of discretion within policing.

The policing values were engaged with throughout the process was integrity, fairness, honesty, accountability, objectivity, openness and selflessness. It was important for me to locate the suspects and ensure they answer for their actions, as it is not always easy to locate suspect for shoplifting due to minimal evidence. Thankfully automatic facial recognition was pinnacle in catching the offenders. I believe I was fair in the situation as it does come with a power to arrest, however I decided against this for multiple reasons. This was dependent on the co-operation of the suspects, but also bringing an offender to custody for a low-level theft would be impractical for custody suites. I was honest and objective with the suspects, by explaining the evidence we had on them and I was open with the options of progressing the incident. I treated them with respect and I believe I was more than fair, especially to the female that had no previous convictions for theft and I dealt with her via penalty notice for disorder instead. The female was remorseful for her actions, and stated that it was got swept up in the actions of her partner and his sister. If I was not using policing values within the decision making process, it could have made the situation and the outcome different. If I did not treat the suspects with respect and fairness, they may have become uncooperative and made the situation a little more difficult to resolve. The suspects had warning markers on them, and if the communication broke down the level of threat could have been increased, and more risk of conflict.

Discretion in policing is when the police apply common sense to law enforcement options when dealing with an incident (Bryant and Bryant, p. 81). Gelsthorpe and Padfield (2011) explain the issues with discretion being associated with subjective judgement which causes discrimination and disparity. They also explain the issues with evaluating discretion and how

it can be positively and negatively used which moves away from its uniformity (Gelsthorpe and Padfield, 2011). However, discretion allows for the policing to become more humane, work with the public rather than against and allows for a balance to be achieved. I believe in this incident, I used discretion appropriately and applied common sense. There was no discrimination and I feel like I dealt with the incident proportionately.

In this situation, I had never used a penalty notice disorder form before so it took some time to fill out and understand it. In the future, I will aim to get myself familiar with the forms before using them to ease time.

In conclusion, this essay discussed an incident of shoplifting where there were three persons involved and two of the persons were positively identified through automatic facial recognition. I have obtained initial material for the casefile, including CCTV and a witness statement. I have used my discretion and applied the National Decision Model in order to plan how to resolve this situation and bring the offenders to justice. Upon applying my strategy, I located the third suspect and ensured they were dealt with appropriately and proportionately. When building a case file and during the investigation, the Criminal Procedures and Investigations Act needs to be applied, including recording all information, retaining and revealing it to the defence. Two of the offenders were dealt with by postal requisition and the third one was dealt with via penalty notice for disorder. I used my policing values and discretion and believed I got the positive outcome that was needed.

Word count: 2,545

Task 5

Personal Development Plan / Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 6000D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for a personal development plan that you can use for this task.

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

It will count towards the overall equivalent word count of 10,000 words equivalent total for this module.

ANSWER:

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Area of Development	How it will be achieved	Who can provide support	Timeline
Become quicker at completing updates and paperwork	Through practice and independence	Supervisor and colleagues	Within 1 year
Become more confident dealing with an incident independently	Through practice and independence	Supervisor and colleagues	During mentorship phase

Become more confident in interviewing and contemporaneous interviewing	Through practice and in the hub attachment I will become more exposed to interviewing	Hub officers and colleagues	During hub attachment – within the next year

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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Task 6

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

By signing the section below you are acknowledging your continuing progress on O.C.P. This is recognised by the university as work that is fully supporting this module BMPP 6000D; Professional Police Practice 3 and in signing it will be equivalent to 500 words towards the 10,000 words equivalent total for this module.

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

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

Signed: J. NIBLETT PC 6531 (Learner – electronic signature accepted.)

Date: 19.06.2020