

## **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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**Learner's University Registration Number: 2016229**

## **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](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](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.

## Contents

| Workbook | Area of Professional Practice                                                                       | Word count              |
|----------|-----------------------------------------------------------------------------------------------------|-------------------------|
| Task 1   | Wellbeing and Resilience                                                                            | 1500                    |
| Task 2   | Communication Skills, Managing Conflict, Valuing Difference and Inclusion                           | 2500                    |
| Task 3   | Criminal Justice, Valuing difference and inclusion                                                  | 2500                    |
| Task 4   | Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders) | 2500                    |
|          | Bibliography                                                                                        |                         |
| Task 5   | Development Plan                                                                                    | Equivalent to 500 words |
| Task 6   | Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)        | Equivalent to 500 words |
|          | Confirmation of Confidentiality and Plagiarism<br><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:

Stress affects everyone in different ways and everyone has different coping strategies and resilience's towards stress. I will be looking at the different coping strategies I have used during my initial six months of training throughout the Covid-19 pandemic and how resilience has benefited me in coping with the stress.

To better understand how I have coped with stress over the last six months, we must first better understand what stress and resilience is. There are many different definitions, the Cambridge dictionary defines stress as "great worry caused by a difficult situation" (Cambridge Dictionary, stress, 2021) whereas the NHS defines stress as "often related to feeling like you're losing control over something, but sometimes there's no obvious cause" (Get help with stress, 2021).

Personally, I have always had a lassie-fair approach to stress. From a young age I have more or less been able to shrug off things that I found caused others, of my own age, stress. Having reflected on these times now that I am older I realised this was because I had built up a resilience. The Cambridge dictionary defines resilience as; "the ability to be happy, successful, etc. again after something difficult or bad has happened" (Cambridge Dictionary, resilience, 2021) and the NHS defines it as "ability to succeed, to live, and to develop in a positive way . . . despite the stress or adversity that would normally involve the real possibility of a negative outcome" (NHS, Resilience, 2021). However, resilience was not something that came naturally to me but was something that I had developed over time by using what I now know to be coping strategies. "Coping strategies are psychological patterns that individuals use to manage thoughts, feelings, and actions encountered during various stages of ill health and treatment". (Coping Strategies - an overview, Science Direct Topics, 2021). At a young age, I was the victim to childish verbal bullying and would on many occasions act out with violence in an attempt to defend myself. At the time, I did not understand why this was happening to me and it caused me a lot of stress. I was not able to deal with it as I had no coping methods or any resilience.

That is until a teacher took me to one side and explained to me that the reason was due to that fact that I had a 'short fuse'. What they meant was that it would take very little for me to act out and become agitated towards those bullies; which usually landed myself in trouble and not them. The teacher then taught me a 'trick' that I now understand to be a coping strategy. The strategy was to count to ten in my head whenever I started to feel the urge to retaliate the next time I was subjected to the verbal bullying.

It was not very long after that I was able to put this new strategy into practice. At first, it was only a temporary measure and did not always work. However, over time the strategy became more effective to the point where I found that I no longer needed to count and that I was able to stay calm in stressful situations, regardless of what they were. This was because some "common strategies or categories for coping responses are accepting the situation... avoiding/escaping the stressor or associated feelings of distress, denying the problem or feelings, disengaging mentally or behaviourally (giving up), distancing/detaching from the situation or minimizing its significance" (Coping Strategies - an overview, Science Direct Topics, 2021).

This leads me on to the last six months of my policing training and how I was able to cope with stress due to the resilience that I had built up whilst I was a child, allowing me to mentally disengage and distance myself from the situation. However although I had built up this resilience, I was in unknown territory as the world was also in the middle of a pandemic. I found that I was not able to mentally distance myself from the stress of both training and the pandemic, mainly due to the stress of working from home and not being able to easily separate work and home. This was due to my surroundings not changing and being stuck within the house both inside and outside of work.

This required me to find and develop a new coping strategy in order to deal with this new kind of stress.

I had always enjoyed playing video games and found that during the first lock-down I resorted to playing video games and watching television as a coping strategy; this allowed me to disconnect from my surroundings in order to deal with the stress of the pandemic and the lockdown. However the first lockdown found me furloughed for six months unable to leave the house unless for essentials. This meant for me that I would spend the majority of my days either playing video games or watching television, at first I found this exciting and enjoyable, as I was able to spend my time doing something I enjoyed. However, something that I would normally do to relax and disconnect after a long day had become my entire day, had started to have the opposite effect, and was now causing me stress. However, restrictions thankfully lifted and allowed me to be able to leave the house and start to exercise which started to replace my previous coping strategy of video games and television.

The two coping strategies that I had developed each had their benefits and negatives attached to them. The positives of video games and television were that allowed me to separate and concentrate on something completely different and relieve my stress by means of ignoring or distancing myself from the problem, this would work the majority of the time as it complemented the resilience that I had built as a child. However, it also had a large negative effect, which caused me to start to have the lassie-fair approach I mentioned earlier. This meant that I was starting to distract myself from the cause of my stress rather than dealing with the root cause. This resulted in me playing more video games and watching more television as it started to have less of an effect at minimising my stress and started to add to my stress instead. This was due to the common analogy of “too much of a good thing can be a bad thing”. This is likely why there is a large stigma around video games and how many believe video games are bad for you and provide no positives. “Despite widespread speculation regarding the consequences of digital game play for health, research in this area is still in its early stages and retains a narrow focus on negative consequences for heavy users”. (Schott and Hodgetts, 2006)

My second coping method, exercise has many benefits that have been well researched and documented. A recent study found that “The study at hand strongly supports previous evidence on the positive effect of acute exercise on mental health-related variables like mood, state stress and state anxiety” (Klaperski et al., 2019). I found that exercise had these benefits for myself and allowed me to do the opposite of my other coping method and be able to work through and process the information that was causing me stress rather than separate and ignore it. However, I found that I was not able to deal with my stress with this coping method alone, due to only being able process my stress through exercise if I was mentally in a position to do so.

In conclusion, I found that I could not rely on one singular coping method that allowed me to deal with and minimise my stress. Instead, I needed to be able to rely upon the resilience that I had built up over the years as a starting point. I then had to find a good balance between my video game coping method and exercise coping method. This allowed me to begin with separating myself from the situation as a quick and effective tool for minimising my stress, which in turn allows me to then process and understand the route course of my stress and work through it at a later point using exercise. This should then help me to build upon my resilience so that as I am introduced into more stressful environments and/or situations I am able to deal with these by applying these coping methods.

Word Count - 1416

## 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:

In this essay, I will be reflecting and assessing my communication skills and decision-making process on use of force during a conflict situation. Conflict is something I have personally been able to avoid to an extent throughout my life. My experience with conflict had mostly limited to the occasional 'heated' argument on the rugby pitch, which I would find myself in the middle of in an attempt to break up and calm both parties down.

During my initial few weeks of being out on patrol, I was aware of potential conflict and the need to critically assess and reflect on my actions whilst in a conflict situation.

The main way in which I assess my actions whilst in uniform is by using the 'National Decision Model (NDM). The NDM is a continues cycle that starts off with gathering information, assessing threats and risks whilst developing a working strategy, considering powers and polices, identifying options and ending with taking action and reviewing what happened before returning back to the start. Throughout this essay I will reflect on decisions that I have made at a call whilst using the NDM.

During my initial tutorship period, I was under the impression that I had not dealt with any situations that I would have classed as 'conflict'. This was because I had not truly thought about what actually amounts to conflict. To me I have always considered conflict to have a physical aspect. The Cambridge online Dictionary defines conflict as "to fight or disagree actively" (Cambridge Dictionary, 2021).

When I now reflect back at my first few weeks on patrol and consider any activity where there was a disagreement but no physical conflict, I am able to come up with several situations where I have been involved in conflict. During these situations, I have relied heavily upon my communication skills.

The incident that I will be reflecting on in this essay was reported as a Covid breach around 2am. There was a report of approximately 15 to 20 people who were having a house party that had overflowed onto the street outside. A fellow officer and I were the closest and attended the address.

Whilst en route to the address I was able to review the NDM process, gathering all the relevant information and assessing threats and risks. The house party that was in breach of the Covid regulations at the time had been reported by an unknown person, who had given details of some of the people that were at the address. This allowed me to have some initial intelligence on how the people I was on my way to speak to may react to police presence due to whether they had any warning markers from previous police interactions. On this occasion, there were no such markers on any of the named persons but I personally felt that the risk whilst attending this call was quite high, due to the amount of people that had been reported to be there along with the addition that they had all most likely been drinking alcohol for some time.

On arrival at the address, a male approached the van as soon as we pulled up and stated that he was sorry that the police had been called and that he has already asked everyone to leave. The male stated that it was not a house party but was in fact a funeral reception and that they were abiding to the current restrictions on funeral receptions, until some friends of the family arrived to pay their respects. However, these people were heavily intoxicated and became irate when asked to leave as it was breaking the current restrictions.

With this new information, I began to go through the NDM again and I knew that I could not take what the male was telling me at face value and needed to speak with some of the others. The male told me that I was welcome to go inside the property and speak with the others. I went into the property and spoke with those inside; all appeared fine, as there was only five people present. It was clear that a funeral reception was being held and not a house party. As I was talking with one of the people inside the property, I could hear a female, obviously distressed, screaming and shouting from another room. The female then walked into the room I was in. The other people present surrounded her as she began to shout, "Don't lie to me, he isn't dead!" repeatedly whilst also crying. The female appeared to be heavily intoxicated and was

not making much sense as she was stumbling on her words and was finding it difficult to stand up straight.

At the time and due to the circumstances of the female's behaviour, I decided that the best course of action was to engage in verbal communication with the aim of calming her down so that I could better communicate with her. She was creating a lot of noise and it was quite late at night by this point. I approached the female and spoke to her in a calm and friendly manner, which appeared to work as she started to calm down and talk to me. However, I had to re-assess due to one of her family members, who was also heavily intoxicated, grabbing the female by the shoulders and screaming, "calm down" directly into her face. This was quite obviously having a worsening effect on the female's behaviour. Due to this, I decided that the best course of action was to physically separate the two parties in an effort to then be able to effectively communicate with them both. When I made the decision to separate the pair, I had to use my situational awareness to consider how my actions were going to impact the situation. This was because my attitude and behaviour was going to affect their attitude and behaviour, this is referred to as 'Impact factors' I knew this partly down to my training and because I was aware of the 'Betari box model'. "The Betari box model is a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us." (Betari Box: Linking Attitude and Behaviour, 2021).

The aim of the Betari Box model is not to just understand how your attitudes and behaviours affects others, but to not allow yourself to be drawn into the cycle. This is explained as trying "not to become involved in it, not to allow negative attitudes to impact on the attitude of the officers" (The Cycle of Conflict, 2021).

Not only did I to have to consider the Betari box model, but I also needed to take into consideration if I had any powers for use of force along with any human rights and ethics principles. To insure that I was following these the College of Policing states that there are core questions to ask yourself. These questions are "would the use of force have a lawful objective (e.g. the prevention of injury to others or damage to property, or the effecting of a lawful arrest) and, if so, how immediate and grave is the threat posed?" and "are there any means, short of the use of force, capable of attaining the lawful objective identified?" (Police use of force, 2021).

In regards to the lawful objective, I believed that the situation between the two females would escalate and become physical if I was not to intervene with the aim to prevent injury. This did not however mean that I had the power to go straight into using force to physically separate the pair. I however had to additionally take into consideration the second question, had I done everything I could do before resorting to force? This is where my situational awareness once again came into action. I have already mentioned previously that I attempted to use my communication skills in order to alleviate the situation; however, there is more to it than simply asking someone politely to separate. There are different levels of communication that I had available to

me with each needing to have Betari's box model applied, to when considering its use. When I previously mentioned that I had spoken with the female in a calm and friendly manner, this included how I was stood and where, along with my pitch, tone and language I used. This was because of an impact factor I took into consideration that was myself; I am a 6ft male with a large build and in full police uniform that can appear intimidating. This meant that before resorting to force, which should always be a last resort I firstly changed my body language along with my pitch and tone with the aim to project authority in the hopes that they would separate.

Unfortunately my use of tactical communications and my attempts to reason with the females did not have the desired outcome and caused the second female to continue screaming "calm down" into the first females face. Due to the situation escalating, and the first female grabbing the second. I needed to separate the two females to prevent them from possibly getting physical with each other. Therefore, I made the decision to escalate my actions and use force to physically separate them. In order to use force I had to consider the criminal law act 1967. "The Criminal Law Act 1967, the Police and Criminal Evidence Act (PACE) 1984 and common law apply to all uses of force by the police and require that any use of force should be 'reasonable' in the circumstances" (Police use of force, 2021). This meant that to be within my power to use force, the amount of force I apply must be considered to not be too much in the circumstances. An easy example of this is if I were to use one of my appointments, such as my baton, then any reasonable person would be able to say that my use of force in the circumstances was not reasonable and therefore I would not be acting within the law.

I have used the phrase 'use of force' a few times earlier on, but to better understand my thought process in the situation in regards to my decision to use force I must consider what qualifies as 'use of force'. I used an example earlier on regarding using my appointments such as my baton as a use of force. However, this is quite an extreme example, one that would quite obviously not be proportionate and necessary in the current situation. The term use of force covers a large variety of actions ranging from simply placing hands onto someone and trying to encourage them to move by using very little force all the way up to firearms used by authorised firearms officers. This means that if a reasonable person was to observe how I had decided to deal with the situation they may not necessarily straight away look at what I did and deem it as a 'use of force' as the amount of force I was using was minimal and was being used alongside my tactical communications.

Therefore, following Betari's box model and the guidelines set out in PACE, I decided that the situation deemed the use of force, even though in the situation the force that I would be using would be minimal I had to insure that it was in line with PACE and understand how my use of force would affect the situation. I then proceeded to place one hand on each of the female's shoulders and pushed them apart whilst also telling

them to stop and separate. This caused the second female to move back and allowing me to engage with the first female once again. I moved the first female to the other side of the room. As I, was continuously applying the NDM to situation, I re assessed and decided that it was no longer necessary for use of force. This was due to the initial threat of harm coming to another had now dissipated, along with the fact that my actions had caused the female to become further irate. Therefore, I let go of the female and spoke with her once again in a calm and professional manner. This caused the female to engage, although resulted in the female grabbing my hand and crying into it whilst saying 'They are all lying, he isn't dead'.

I had discovered earlier on that the female did not live at the address but in fact lived around the corner and therefore informed the female that it would be best for her to leave and go home. This did not play well with the female who turned around and stated that she was not leaving, and started to grab hold of anything and everything she possibly could to prevent it. The male that I had originally spoken to then came inside the property and told her to leave. I then began to plead with the female to leave. However this did not work and my colleague who had been watching everything unfold approached the female, grabbed her by the arm, and with a very force-fall tone told the female that she was leaving and escorted her out of the property and told her to go home, to which the female complied and began to walk home.

Afterwards whilst on the way back to the station my colleague asked me how I thought that had gone. At the time, I felt that it had gone well, that I had dealt with the situation professionally, and that I got the outcome that I wanted. He then asked me how long we had been at that call for and I responded that we were there for around twenty minutes. However, he informed me that we had in fact been at that call for significantly longer and that I had spent the majority of the time pleading with the female to leave the property.

Upon reflection, I realised that when I first made the decision to use force I could have and should have taken that opportunity to escort the female outside of the property, as this would have allowed the situation to be dealt with effectively. However regardless of my training, the reason I did not do this is because although I was using force lawfully I personally felt bad as I was not use to using force on another person as I had not previously done so outside of the training environment. I also had Betari's box model in the back of my mind throughout the encounter, and realised that I was so fixated not coming across as intimidating and/or forceful in the attempt to not have negative impact on the females' attitude. However, after being to several other calls where force was required I realised that my attitude at the time was in fact having a negative effect on the females attitude. This was because my attitude was calm whilst trying to plead with the female; this caused her, in my opinion to 'take advantage' of my good will and continue with her behaviour.

After reflecting, I realised that there are more effective ways to manage certain types of conflict and that sometimes force has a better outcome than trying to be the calmer person. This has allowed me to have a better understanding of how my actions effect the attitude of others around me and that no actions can also have a negative effect on a person's attitude.

Word Count - 2607

### 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:**

In this essay, I will be talking about and reflecting on an incident I attended where I was responsible for guiding a victim through the criminal justice system and the support available to them through the Codes of Practice.

The incident I will be talking about started with a call from a head teacher who stated that a mother of two children at the school had informed her that she was the victim of domestic violence from her husband and that she could no longer keep it to herself and needed to tell someone. The cross-government definition of domestic violence is: “any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality” (South Wales Police’s approach to tackling domestic abuse, 2014). The mother of the two children informed the head teacher that she intended to stay with a friend so she could get away from her husband; she therefore needed to keep her children out of school over the fear that her husband would follow her or intervene when she picked the children up at the end of the school day.

My colleague and I attended the friend's address that was provided by the head teacher. Our main aim was to speak with the victim in order to gather additional information as the call had come from a third party and very little details were known. On arrival at the address, a woman greeted us and informed us that she was the friend of the victim. The way the woman was dressed indicated that she was from a Muslim background and her English was not the best but was able to communicate a little between my colleague and I. The woman led us into a living room where another female, who also appeared to be from a Muslim background, was sat on one of the sofas. I introduced myself to the woman who we had identified as the victim and as I did, the victim turned towards the friend and awaited a translation. This made it clear that the victim spoke very little English from the offset and as much was confirmed by the friend.

Whilst talking with the victim I was able to identify that the family had been fasting and were due to break this fast later tonight. Therefore, the victim felt very worried, as she needed to get back to her address to prepare the meal for herself and her children in order to break their fast as per their religion. This was a dilemma as the victim did not know where her husband worked or when he would be back home. Therefore in order to safeguard herself and her children I had to advise her from going back to the address at this time as we did not know the whereabouts of her husband. This caused the victim to become extremely upset and confused as she did not understand the reason why.

The Ministry of Justice have set out a code of practice for victims of crime in England and Wales. 'The Code of Practice for Victims of crime (Victims' Code) sets out the services and a minimum standard for these services that must be provided to victims of crime by organisations in England and Wales' (Code of practice for victims of crime in England and Wales, 2014). The victim code consists of twelve rights to which victims are entitled too. The first right is; 'to be able to understand and to be understood'. This gives the victim 'the right to be given information in a way that is easy to understand and to be provided with help to be understood, including, where necessary, access to interpretation and translation services.

Whilst speaking to the victim it was clear that she was unable to fully understand me without her friend translating. I instantly recognised the need for an interpreter as per her rights in the victim codes. However, during our initial fact finding talks it was clear that the victim did not know where she stood in terms of her rights and what the police as an organisation were able to provide for her. At the time, she was more than happy for her friend to translate and insisted that she does. Due to the circumstances, I informed the victim of the victim's code, mainly their first right. My colleague left the room in order to get an interpreter over the phone. Unfortunately, at the time, there was no interpreter available that spoke her specific dialect and therefore I would not be able to take a victim statement from her at this time. This is due to the Code C of the Police and Criminal Evidence act (PACE) 1984.

Code C states that ‘if a suspect or a witness requires an interpreter for interview or the taking of a statement, the police must arrange for one to be present’ and that ‘the interpreter shall record the statement in the language it is made’ (CPS.gov.uk, 2021).

Reflecting back on that initial contact with the victim, I felt that I had provided the victim the correct information and informed her of an important right given to her under the victim’s code and that there was nothing else that I was able to do at this time. However, I also had a concern as the victim and her two children had taken a massive step by reporting this domestic violence. As per South Wales Police’s approach to tackling domestic abuse part of my role as an officer was to safeguard the victim by taking positive action (South Wales Police’s approach to tackling domestic abuse, 2014). However, at the time I failed to do this because I was of the belief that I was unable to take any further positive action as the victim had already gone to a safe place with her children and I was unable to take a statement, as an interpreter was not available for several hours. However, my colleague reminded me of the second right set out via the Victim’s code. This right states victim have the right to have the details of the crime recorded without unjustified delay (Victims code, 2020). This meant that although a written statement could not be taken at this moment in time, as the victim was happy to have the friend translate, we were able to take an initial account from her and record it via my body worn video for continuity. Although I made a mistake initially, my colleague was able to correct me and I was able to learn from it so that I would be better suited for the next time I encounter a similar dilemma.

This leads me on to the initial account, during this time I was able to identify that the domestic assault, which the victim had been subjected to, had happened a month earlier and that she had no longer had any visible injuries from the incident. Although, through further conversation, the victim started to mention things which lead me to believe that there may be a history of coercive behaviour.

Coercive behaviour is defined as; “an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim” (South Wales Police’s approach to tackling domestic abuse, 2014). The victim stated that she had been brought to the UK just after they had married, which had been five years ago, and that she had no family in the country. Over the past five years, her husband had prevented her from going to college to learn English as well as preventing her from earning an income for herself, stating that her one and only job was to provide him with children and to look after them. This had caused her to become isolated with very little independence. The victim also stated that her husband would give her the correct change for the bus and shopping and demanded to see receipts to insure that any change would come back to him. This had been going on since their arrival within the UK. The victim stated that she had recently made friends with the women who was translating and since then realised that the way in which her husband had been treating her was wrong. The victim confronted her husband and this

resulted in him throwing her against the floor and strangling her to the point where she lost consciousness. This was the allegation that she had told the head teacher about earlier that day, which had happened a few weeks previously. Through this initial account, I was able to gather enough information to arrest the husband so that he could be interviewed. It also allowed for a written statement to be taken from the victim with an interpreter present.

Whilst still with the victim, the husband phoned the police and reported his wife and two children as missing as he had returned home and they were not there. This allowed us to be able to attend the address and arrest the husband, allowing for the victim and her children to return home in order to break their fast.

Later that day, another officer and I attended the victims address along with an interpreter for a written statement to be taken. At this point, I was still very new at taking statements and was unsure how it worked with an interpreter. As stated in the victim's code, a victim has the right for a statement to be taken in their language. However as the officer it was my responsibility to insure that the points to prove were covered and that the statement covered everything relevant to the case. Therefore the interpreter was briefed on the circumstances and the areas in which needed to be covered by the statement. This allowed for the victim and interpreter to have a conversation in the victims native language. The interpreter then began to write the statement. The statement took around two hours to complete and was several pages long; however, I had no idea what it entailed. This concerned me, as I knew that certain information that may not appear to be relevant such as the fact that he has prevented her from learning English, needed to be included within the statement to insure that all points to prove regarding the domestic violence was covered. Reflecting back on the incident I have identified that there was more that I could have done to insure that a higher quality statement was taken. This would have been by insuring that I wrote down all the areas that needed to be covered so that the interpreter was able to keep track of what was needed. Due to the complexity of coercive control an agreement was needed with the interpreter that if any topics were mentioned by the victim, that had not already been identified previously, then they were to inform me so that these new topics could be examined correctly.

However, I did not do this resulting in a statement being taken which focused heavily on the assault that had taken place and very little in regards to the aforementioned coercive and controlling behaviour of her husband.

It was now getting on and we had been with the victim for quite some time, so when I raised these concerns and asked for additional information to be added into the statement, the victim declined to give any more information at the time as she needed to get her children sorted for bed. This meant that I had to proceed with the statement as it was.

There is one final part when taking a statement and that is the questions that need to be completed on the document. One of these questions asks if the victim is willing to attend court over this matter. When the victim was asked this question she stated no. The victim also stated that she did not want for her husband to go to prison and that she only wanted him out of her life so that he would stop controlling her. She also stated that she still wanted her husband to be a part of the children's life as he was their father and they still loved him. Due to this I had to explain to the victim that if she was unwilling to attend court then this would most likely result in her husband being released after interview, allowing him to return back to the address due to the lack of insufficient evidence, at this time, to charge him. Whereas, if she was willing to attend court then it was more likely that her husband would be released on bail whilst awaiting a court date. However, even with the help of the interpreter, the victim struggled to understand the reasoning behind this and stated that the only thing she wanted was for her husband to move out. I therefore had to try and explain how the criminal justice system worked in such a way that the victim would be able to understand. Eventually I was able to clarify to the victim, through the interpreter, that the way the system works we would be unable to hold her husband indefinitely and that he would therefore be released. However, by stating that she was willing to go to court over this matter, it would allow for bail conditions to be applied to her husband; one of which could be to not attend the family address. This would allow her to be safeguarded and given the time away from her husband in order to grow some independence.

Overall from this incident I feel that I have managed to take away valuable learning in regards to following procedure and exploring additional options and realising that further actions are possible. This greater knowledge and experience over time will help to expand my response and adapt to situations In the future.

Word count - 2343

#### 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:**

In this essay, I will be assessing an incident, reflecting upon how I have applied the National Decision Model (NDM) and how it aided in resolving the event. As part of this I will be evaluating the role of discretion within the decision making process. The incident I will be discussing is one where I have identified a suspect, arrested them for domestic related common assault and have then conducted an investigation into the alleged assault. Due to this I will also be examining my responsibilities when conducting an investigation as well as managing the offender in line with the Criminal Procedure and Investigation Act 1996 (CPIA)

The NDM consists of six parts and can be applied to all aspects of a police officer's day-to-day duties. The NDM is a continuous cycle with the Code of Ethics at the heart of it. The idea of this is that when officers make a decision following the NDM they maintain a set standard and are consistent with how their fellow officers also make a decision. This is done by applying the code of ethics to each of the five stages of the NDM.

The first stage is to 'gather information and intelligence'. This begins when the initial call is passed to officers from the control room. On this occasion the call that came in was from a female who had phoned 999 and stated that her and her husband

had got into an argument and that her husband had smashed a glass coffee pot. The call taker in the control room will gather as much information from the reporting person as possible; this includes information such as names, dates of birth and address. This information allows officers to begin to create an idea of what they could potentially be walking into. On this occasion this information allowed for me to check the police database and identify if there is any previous history of domestic violence and therefore any warning markers applied to the individuals or the address itself. Regardless of this information however, you cannot rely upon it and must always be prepared for the unexpected. This is where the second stage of the NDM comes in, 'Assess threats and risks and develop a working strategy'. On this occasion, there was no information on the persons and the address to which we were heading. This did not necessarily mean that there was low risk, if anything in regards to officer safety due to there being no information you are almost going in blind, as you do not have any indication on how they may react to police. A common strategy when dealing with domestics is to separate both parties so that they can be spoken to individually and given a chance to provide officers with their initial account without the other hearing. This is to help encourage the victim to come forward.

As mentioned before the NDM is a continuous cycle, which means once you get to the fifth stage, you begin again at that the first. The next three stages of the NDM consist of 'consider any powers and policies, 'identify options and contingencies' and then 'take action and review what happened. This means although I was going through the NDM whilst on the way to the address as soon as I arrived, I started to go back through the NDM by gathering new information and intelligence in order to make decisions. On arrival at the address my colleague approached the house via the side gate, as requested by the reporting person. On arrival, the reporting person was standing on the driveway of the property in front of the side entrance to the address. As I mentioned earlier, a common approach when initially dealing with a domestic is to split the two parties and speak with them and this was something I had considered as part of the NDM. Faced with this scenario, where the parties were already separated, I had to quickly re-assess and made the decision to stay with my colleague and speak with the reporting person to gather their initial account. This then allowed me to go and speak with her husband to gather his initial account. I was therefore able to make an informed decision based on what both parties had told me.

Whilst speaking with the reporting person outside of the address, her husband walked through the side entrance shouting and waving around two containers. Again, I went through the NDM and assessed the best course of action, which was to approach the male and take him back inside so that I could speak with him. However as the male approached me, he handed me the two containers and pointed at his wife and shouted, 'that's all of her weed, I am sick and tired of her smoking it all the time'. I then took the male inside and spoke with him, whilst doing this I was able to identify from both parties accounts that his wife, the reporting person, had actually assaulted him by

smashing a mug against the back of his head. This resulted in the reporting person being arrested for common assault. However, there was also the issue of the cannabis that had been handed to me by the husband. The female openly admitted to the cannabis being hers and that she would use it for recreational purposes on the weekends to relax.

The third stage of the NDM is to ‘consider powers and policies’. This stage is where officers look at the information that they have available to themselves and consider current legislation. On this occasion as there was an element of a domestic attached to the allegations of assault, positive action was required. Although there were no injuries from the alleged assault, the wife had stated to officers that she hit her husband over the head with a mug, therefore power of arrest was available. This was to allow for a further investigation and to prevent any further incidents between the two parties and allow for both to have a period of separation so that they can consider their past and future actions.

There was also the matter of the cannabis;-due to the small quantity of the cannabis and that the female had openly admitted to the possession of it, this opened up additional powers and policies. The reason for this was due to the female having no previous warnings or interaction with the police in regards to cannabis or other drug related possession.

This brings me onto police discretion. Police discretion is a tool that allows officers to make a decision based on the information available to them at the time. For example, on this occasion, I asked myself whether it was in the public’s interest to pursue charges against this person for possession of a very small amount of cannabis inside their own address. With this in mind and the information that I had gathered regarding the female and the fact that they have never been in trouble with the police before, I was able to apply my discretion on this occasion. I disposed of the cannabis safely and then gave the female words of advice regarding it. Discretion needs to be managed correctly and insured that is used in-line with policing values so that it does not have a potential bias when making the decision to use discretion. For example, if I was at an incident where there was a known cannabis problem within the area and I found a small amount of cannabis on a person whilst going about my lawful duties, I must make the decision as to whether discretion could be applied, ensuring that I do not have any bias when making that decision. If I was to use my police discretion and it did involve a level of bias then this could have disastrous effect on the public’s opinion of the police. By considering the impact my decision would have I was ‘Identifying my options and contingencies’ which is the fourth stage of the NDM.

The final stage of the NDM, before returning to the start, is to ‘take action and review’. This is where you act upon and make the decision based on the previous stages of the NDM. This stage is one of the most important stages to the NDM, this is

because you are required to review the actions you have made and therefore be able to justify them. As the NDM is a continuous cycle it allows for the person to loop back to the first stage as their 'action' if they were unable to come to a justifiable decision by the fifth stage.

The NDM can be used as a slow and thoughtful process that takes time to consider and consult each stage, it can also be used within a matter of seconds when making decisions that are required immediately. Which is why reviewing the decision you made is so important as it allows for the person using the NDM to learn what works and what could be done better next time, improving the overall decision making of the officer.

The Criminal Procedure and Investigations act 1996 (CPIA) is a code of practice which applies in respect of criminal investigations conducted by police officers. The code sets out the definition of a criminal investigation as "an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence".

When conducting an investigation, the officer is required to pursue all reasonable lines of inquiry, regardless of the impact it has on the case. In this incident, the first lines of enquiry that I took was to get the initial account from both parties, which was captured on my body worn video (BWV) for continuity and is another important part of the code, which states that 'Where information that may be relevant is obtained, it must be recorded at the time it is obtained'. Additionally to this, I took a written statement from the victim so that more detail could be obtained in relation of the offence. The importance of recording all relevant information does not just apply to the victim, but also applies to the suspect. Police officers are required to approach investigations with a non-bias view and gather all information relevant regardless of whether it points to the guilt or innocence of the suspect. This is why, when suspects are interviewed for an offence, it is recorded. This includes if the suspect gives any defences or reasonable explanation towards their actions. Officers are then required to conduct further investigations based on the information gathered during the interview. Interviewing officers are also required to insure that suspects are informed of their rights and entitlements before they are interviewed. To ensure that this is done, there is an aid-memoir which officers are required to follow and read out to the suspect. This allows for the suspect to be given the chance to obtain legal advice if not already done so and for the caution to be explained to them in more detail. Additionally to this, once the interview has concluded, the interviewing officer is required to sign a PACE compliance, certifying that the suspect has been interviewed in-line with PACE. PACE defines an interview as: "the questioning of a person regarding their involvement or suspected involvement in a criminal offence or offences. Such an interview must always be carried out under caution". It is important to ensure that all

aspects of PACE are abided to, this is due to the courts being able to exclude certain information such as a suspect interview if PACE codes were not followed.

This is why it is vital that all material that is gathered during an investigation must be retained, this is regardless of the impact it may have on the case, if any at all. This includes actions taken by officers involved in the investigation. In order for the CPS to make a decision on whether or not there is a strong enough case to charge. This is done by officers submitting a case file. A case file contains all information gathered in relation to the case, whether it appears relevant or not and also contains any information which may have a negative bearing on the case. If it is not relevant to the case then it becomes un-used material. However in order to comply with the CPIA, this information must be retained and disclosed.

Not all information is disclosable, this is due to the data protection act. This act gives everyone, including suspects, the right to not have their personal information disclosed. Officers have a duty to insure that all relevant information to the case is disclosed but at the same time they must also insure that any personal information that does not have a bearing on the case is also redacted so to be in-line with data protection laws.

In summary, I have critically assessed a situation that I was involved with in regards to social and legislative contexts, although in this particular case there were no relevant cultural, ethnicity and language issues. I have demonstrated my use of the National Decision Model (NDM) and how I applied the model to assist me in resolving this incident following the five stages as outlined above; I have also demonstrated how I evaluated the role of discretion in the decision-making process with regards to the possession of cannabis and my reasoning for discretion in this instance, which resulted in the disposal of the cannabis and the counselling of the suspect with regards to her drug use. I have also demonstrated my understanding and responsibilities with regards to the provision of the CPIA when conducting this investigation; including the management of the suspect, along with the recording and retaining of significant information through interviews and BWV. Finally, I have shown due consideration as to the impact of bias in this situation with regards to the decision over discretion and how this could have been viewed differently given a different scenario.

Overall, I have learned a great deal with reviewing the situation in this essay through the way I utilised the NDM and applied the CPIA. In addition, by reflecting on my actions and the use of discretion I have better understood the importance of bias and the implications associated with making the correct informed decision.

Word count - 2497

## 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 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.*

| <b>Area of Development</b>                                        | <b>How it will be achieved</b>                                                                                                                                                                                    | <b>Who can provide support</b>                                                                                      | <b>Timeline</b>                                                 |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Insure that more detail is added to my statements                 | If large statement, create bullet points beforehand of each key area to cover. Read back statement to ensure detail is covered                                                                                    | Other officers on the team can provide support by reading my statement and pointing out where I require more detail | Complete as many statements as possible over the next 6 months. |
| Witness / victim statements – insure points to prove are covered. | Have a copy of the points to prove for the offence to hand so that they can be referred to whilst taking the statement. Insure that I take my time when taking a statement so that all necessary detail is added. | Other team members and Sargent.                                                                                     | Complete as many statements as possible over the next 6 months. |
| Conflict management                                               | Take lead at incidents involving conflict so to build confidence when faced with conflict                                                                                                                         | Other team members and Sargent.                                                                                     | 6 months                                                        |

## 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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| <b>CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin</b> |
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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 continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.*

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

Signed: Christopher Giles \_ \_ \_ \_ \_

Date: \_ \_ \_ 21/06/2021 \_ \_ \_ \_ \_