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Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).
(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment_Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:
https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this 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 1	**Wellbeing and Resilience**	**1500**
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Task 4	**Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)**	**2500**
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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 ***Confirmed by submission through `Turnitin***	

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 I will discuss how I used listening to music and playing video games as coping strategies to develop resilience and minimise stress throughout my initial six months of learning. I will compare these strategies to evaluate how effective each was, and reference to scientific papers to give a deeper understanding as to why they are used as coping strategies.

My initial six months of training was a symphony of emotions. While there are always highs and lows in a job, starting such a demanding role that requires you to be both mentally and physically working at 100%, every working day, starts to create unique challenges. For most; at first this is manageable, but as time slowly ticks by, the pressures from all directions; be it academic preparation or a day of physical practicals, cracks begin to form. Without coping strategies, these cracks can be a slippery slope to long term burnout.

I found the pressure of learning content for exams and preparing myself for a day of practicals stressful. There were few moments where I could stop to catch my breath, and appreciate just how much work I was doing. Most evenings were spent with a book in my lap or flip cards to memorise my legislation. But weekends, they were my time for me. I vowed after leaving my previous job as a teacher to always give myself time off to recharge. During this time off is where I would use my coping strategies to develop resilience and minimise my stress.

In the case of resilience, it is commonly understood to mean “positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity” (Herrman et al., 2011). We can break this definition into two parts, the cause and the reaction. The cause, in this case, is when a person experiences adversity or challenging situations. However, they can then react in one of two ways. They can process the situation and move forward, or they fail to overcome it, and suffer negative mental health as a result.

“Resilience comes from a combination of mental toughness and work balanced with rest.” (Aten, 2019) It is a skill which is developed over time, and through its use benefits a person’s mental health in dealing with stressful situation.

But to be able to process these experiences and challenges, a person will need to apply techniques that build resolve and reduce stress. In the case of stress, it is commonly

understood to mean “the body's reaction to feeling threatened or under pressure.” (NHS, 2022) It is important to know stress and resilience are intrinsically linked. A person who lacks resilience will struggle to minimise their stress, therefore experience poorer mental health, while those with greater resilience can reduce the stress caused, and experience better mental health. This is because “Resilience is a characteristic that people show in the face of chronic stress. It allows them to manage their stress.” (Richardson, B. 2021) By having resilience, you have the tools and experience to reduce your stress, feeding into greater resilience.

As such I used one technique to develop my resilience and minimise my own personal stress. This was to listen to music. I would do this on the commute to and from work, and while relaxing at home. This has always been a technique I have used to build resilience, therefore reduce stress. I have learnt to identify when I need to get control on my thoughts and feelings, and so I put some music on.

Music has always offered me a sense of relief and decompression. This comes of no surprise, as music is a common technique used by many when they are stressed. “Countless experts have investigated how listening to music can potentially have therapeutic effects on a range of mental and physical health conditions, or just as a way to cope with everyday life”. (Collins, 2022)

I have always found it unusual that those closest to me listen to music for the melody because it ‘sounds good’, but for me, I listen to the lyrics, the emotion and feelings put into the song. I look for a connection to the song and myself that I can relate to, so I can reflect on my own emotions and process my feelings. This sense of connection to a singers emotions in their tone of voice and lyrics gives me a sense of calm that I am not alone in my thoughts and feelings, and if they can sing about it, then I can deal with it myself. This makes sense seeing as song-writers “write words that can connect with people, pulling at their heart strings and describing exactly how they might feel”. (Joubert, 2021)

When I listen to music, I can feel the tension in my muscles drop, my heart rate slow and what feels like a weight off my shoulders. This is supported by studies which have found “listening to self-select or classical music, after exposure to a stressor, significantly reduces negative emotional states” (Labbé et al., 2007) and “lowers blood pressure and boosts immune cell count while reducing levels of stress hormones”. (Accad, 2009). Simply put, it gives my mind and body time to reset and recover. Overall I found listening to music highly effective at developing my resilience, and by doing so reducing my stress.

The other technique I would use to reduce stress and build resilience would be to play video games. Similarly to music, it offers me a sense of relief and disconnect from the world. I can play a game and be in a different world where my problems don’t exist. I would often play a game on the weekends as a reward for working during the weeknights, revising. Typically I would play a single-player story based game, giving me the opportunity to be invested in the story and anticipate the outcome. I would become invested in the characters and their emotions, reflecting on what I would possibly do in their situations. It was this separation of my world and theirs that gave me the time to relax and forget all my worries.

By simply playing a game, research suggests “video games increased frontal alpha oscillations associated with positive mood, along with decreases in Profile of Mood States

subscales for Depression, Anger, and Tension." (Russoniello et al. 2009) This would explain why I felt more relaxed after playing a game and be in a better mood. Games can also impact the way we view the world, altering our mind-set to "show us that challenges are intrinsically valuable" and that "obstacles can actually be opportunities" (Garcia, 2018). This view on stressful situations can help you overcome them and see them it as something to be beaten, not given into.

But my choice of video games impacts the effect it has on me. Research suggests, playing immersion or story based games is typically associated with a desire to escape from the world for a bit. "Gamers higher in Immersion tended to play for escapism, distraction, and fantasy" and "to distract themselves from real life, to reduce stress and when feeling angry or sad" (Schallock, 2018). Overall I found playing video games to be fairly effective at reducing stress and building resilience.

Now I have used both techniques I can reflect on how effective they were in comparison. Both were indeed effective, however, they were not equal in their effect on developing my resilience and reducing my stress. I would always find myself drawn to music when I needed it most. I could listen to it while working, in the car or before bed. It is adaptable to different situation and can be fit into many aspects of my life. Video games, on the other hand, required me to be at home, have access to the games console and time to play it; where I would solely be putting my attention to playing and nothing else. It would relieve stress, but when comparing the two techniques, I simply had more opportunities to listen to music than play video games. The time and location nature of video games were a limiting factor. Meaning overall I felt the impact of music greater on my mental health. I cannot say video games did not reduce my stress or lack the ability to develop resilience, because it absolutely did. It was just that it was less effective than listening to music.

In conclusion, both of these techniques helped me to develop my resilience and reduce my stress, which is required within the demanding job I have started. Without these techniques I would have felt a great negative impact on my mental health as a result. I have learnt these techniques give me the ability to control my stress to a great deal. Putting me in control of challenging situations. I now know that if I have a challenging day at work, or a large amount of work to get through, I can use these techniques to manage the pressures applied to me, and have better mental health as a result. But I will be reaching for my headphone first, before I reach for the games controller.

Word count: 1524

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 using a policing incident involving conflict in which I played a significant role in to reflect on my development as a police constable. To do this I will be using the Gibbs reflective model to critically assess the incident in the context of both social and legislative stances. I will also reflect on my use of effective communication and describe the process for determining whether force was necessary by critically evaluating Betari's Box theory. Finally I will reflect on the outcome of the situation. For the purpose of protecting the identities of those involved, I will be changing the descriptions of those involved.

Firstly, Gibbs reflective model follows the following steps; describe, feelings, evaluation, conclusion and action. It is designed to help an individual learn from an experience and take knowledge away that will assist them in the future (MindTools, 2022). I have chosen this model to assist me in finding areas of development and areas of strength.

I was in my first week on response having just come out of my initial training. It was a Saturday night shift and I had been on patrol with my sergeant; who had asked me to join him in the hopes of showing me an incident involving more challenging members of the

public. At approximately 0300hrs a G1 call came in from control. Very little information was known at the time; but I was informed a taxi driver had called in on 999 saying he had been assaulted by a fare, then threatened with a pool cue, before the male left to go into his property with his girlfriend.

We blue-light to the location and upon arrival we met the reporting person. Sargent told me to collect information from the taxi driver while he completed some searches. I spoke to the taxi-driver who gave me more details of the male who had assaulted him. He described the male as white in his mid-30's, 6'2" tall, dark short haired, slim build, no beard or distinguishing features, wearing a white t-shirt and dark coloured shorts.

He continued to disclose that the male had refused to pay his fare, pushed him into the door of the car and punched him with his fist. The male then left into his property, but quickly returned with a pool cue and threatened to assault him again before he left into his property again with his girlfriend. The taxi-driver had a clear red mark on the left side of his face under his eye, and a swollen lip.

With this information I returned to my sergeant who had checked the property on NICHE. Two persons resided there, one female and one male; the latter of which matched the description given by the taxi-driver. I knocked on the door of the property, but there was no reply. Despite this I could see the lights were on in the upstairs front room and there was movement.

My sergeant told me to continue knocking the door but louder, to which I complied. But this failed to get a response again. He soon decided it was time to force entry. A ram was used to attempt to force entry, but it damaged the doorframe, resulting in the door becoming wedged. This was the moment a male came to the door and started shouting. He said "I'm going to kill you!" and "Fuck off!" several times.

I told him to calm down and wait for more officers to arrive so we could open the door and talk to him, but he was extremely verbally aggressive. Sergeant called for back-up due to his nature, threats made, and to gain entry into the property. I continued to try to calm down the male, but after a few minutes he ran back upstairs.

Back-up officers arrived shortly after and one called from the back of the property that the male was climbing out of the window on the top floor. All officers ran around to the back where I could see a male matching the description climbing out of a small bathroom window. He continued to make threats saying "I'm gunna fucking kill you!" and "Come on then, I can take you all on!".

I told him not to jump off the roof and to wait for us to open his front door as we didn't want him to get hurt. Other officers were saying the same thing, but a few minutes later he attempted to slide off the room. As he did this, his foot got caught in a gutter and he fell face first off the roof into a parked car.

Officers quickly gathered around him to check he was ok and uninjured. When it was confirmed he was fine, I cuffed him from the rear and told him he was under arrest for assault, given his caution and the necessities to prevent further injury and to conduct a

prompt and effective investigation. I put him into the back of the marked van and helped officers convey him to custody.

As previously stated, this was within my first week in response and I can easily say it was a whirlwind of emotions. From the excitement of the blue-light response, to the sheer panic and stress at the scene. The majority of the time my adrenaline was pumping and I was focussed on the environment around me and what I should be doing. It is almost like your body takes over and knows what to do or say. However, that is the reason we have adrenaline in the first place! It's there as a fight or flight mechanism to assist in focussing the mind and preparing the body physically for the situation at hand. (Goldstein, 2014)

During the incident I had originally thought the offence was both affray and common assault/battery. I came to this initial decision based on the fact the victim had clear signs of injury to his face and head, and he had given good detail as to what had happened, including who, where, what, why and how. This information alone was enough to arrest the suspect on suspicion of a section 39 common assault/battery, as the points-to-prove had all been achieved. (Wishnia, 2021)

Due to the victim stating the suspect had initially assaulted him before returning with a pool cue to threaten more violence, I believed the points to prove for affray had also been achieved (Legislation.Gov, 1986). The victim had stated he feared for his safety from talking to him, he was calm and collected, showing a reasonable firmness despite what had happened to him.

With this in mind, I arrested the suspect on suspicion of both common assault & battery, and affray. I believe it was justified to arrest the suspect due to the fact I had grounds to believe the male identified by the victim matched the description given, and due to the violent nature of the incident. The suspect was also clearly aggressive and there needed to be a prompt and effective investigation, but to also protect those involved from any further injury. These are just two necessities that give grounds to arrest a suspect an officer can use, also protecting the suspect from illegal arrest. (Legislation.Gov, 2012)

Multiple powers were utilised during this incident. One of which was a section 17 power of entry and search. This was used because it was believed a suspect involved in an indictable offence was within the property (Clark, 2006). Although we didn't get full entry into the property due to the door becoming wedged, the power gave us the right to attempt the entry to gain power to search for the suspect and evidence involved in the incident. An officer returned to the property the following day to collect the pool cue as evidence, however he was allowed entry by the girlfriend of the suspect residing at the property. If this had not been the case, he would have required a warrant from the court to gain access to the property. (Trevelyan, 2018)

After I had arrested the suspect, I also used section 32, search upon arrest, to make sure the suspect did not have anything on his person that could harm himself or my team. Both the section 17 and 32 powers come from the Police and Criminal Evidence Act 1984, also known as PACE (Legislation.Gov, 1984). They are in place to protect all those involved and standardise procedures for fairness and safety. I was justified in my use of these powers and believe it was the correct thing to do, due to the nature of the call and what had been disclosed to myself, from the victim and while at the scene.

There were no cultural, language or ethnicity issues identified in this incident. With both the victim and suspect being white British, and spoke English. The area is a mix of working and middle class where these types of assault incidents are very common. It is almost a guarantee I will attend a similar call on every shift, as statistics show it is the most common offence within the area in the previous 12 months. This has changed a lot in the last 3 years where anti-social behaviour was the number one issue, accounting for 5828 incidents as opposed to 4568 violent and sexual offences (South Wales Police, 2022).

Reflecting on the incident, I used a wide range of communication techniques taught to me during my initial 6 months training. I primarily focussed on open ended questions while speaking to the suspect as to ascertain his involvement in the occurrence. I also used a calm and open approach so as to not escalate the situation any further with active listening. I did this by keeping my tone of voice low and soft, while keeping my arms and hands open to show my body language. All of which is recommended by the college of policing to assist in communicating most appropriately with persons involved (College of Policing, 2021). I could have however used a more assertive voice in hopes of showing the suspect it was a serious matter and have him calm down.

With this in mind though, through my communication I was using Betari's box model to try to break the conflict going on between the suspect and officers. Through the use of calmer voices and a softer approach, I was trying to diffuse the situation and hopefully bring the suspect down to our level of talking (MindTools, 2022). I knew that my behaviour or attitude was going to directly impact the behaviour and attitude of the suspect. I didn't want to be adding any excessive shouting into the situation, as it was likely to make the suspect more agitated and aggressive due to my behaviour and attitude.

Despite this, the suspect was aggressive and appeared to flip from a calm state, to erratic incredibly quickly. Reflecting on this, it was apparent the suspect was under the influence of either drink or drug, influencing his moods dramatically. With this, once the suspect was within range, and no one was in danger, I used force to handcuff him to the rear and hold his legs from kicking out while he was on the ground. I was justified in my use of force as the male was still being erratic and violent. He was a danger to those around him, including himself and officers. While using force I maintained a calm voice and gentle approach as to not escalate the situation any further, this again reflects the approach recommended by Betari's box, to try to break the loop of conflict (MindTools, 2022). The suspect however, appearing to be under the influence of either drink or drugs, was not cooperating with officers and the Betari's box model was completely ineffective. It was not breaking the cycle of conflict in any way. It was possibly maintaining the level of conflict and not escalating it, but not reducing it. This is likely due to the suspect being unable to control his emotions while under the influence and doesn't suggest Betari's box is ineffective in every situation, simply on this occasion.

Despite the suspect being under the influence, it was still imperative to continue to try to reduce the conflict in the situation. This was because there is "growing recognition" that those under the influence "pose a life-threatening risk" and the use of force can have serious consequences and should be avoided if possible. (College of Policing, 2022)

While dealing with the suspects I knew it was important to follow my code of ethics. With this I remained accountable through the use of my body-worn video being active. I was fair to the suspect and was honest throughout what was happening and going to happen. I kept my integrity and showed some leadership through being the arresting officer. I made sure to be open and objective of the situation, listening to all those involved and dealing with the situation as a 3rd person looking in, rather than taking any side. I treated all involved with respect and at no point was selfish. These codes of ethics are imperative to maintain a fair and just society protected by the police (College of Policing, 2021). Being in the first week on response, I could have definitely taken more of a lead, but I was still learning. However, I now have a much better understanding of the procedure for more violent incidents.

The suspect also had his human rights for me to acknowledge. This is because I was taking away his article 5 right, the right to liberty and security. He was being arrested and detained, due to his suspected involvement in an offence. Despite this, by conducting the incident in the way it was, I was upholding other human rights he had. For instance, article 3, freedom from torture and inhumane and degrading treatment. I knew he would be looked after and protected while under investigation from these treatments because the police in the UK follow tight regulations to ensure the safety and fair treatment of those under their care (Equality and Human Rights Commission, 2018).

In conclusion, there are both positives and negatives to take away from this experience. I learnt that not all models or theories work in practice. In this case, Betari's box model was ineffective and offered little help in the situation. It may have prevented further escalation, but it definitely did not break the cycle of conflict and calm it down either. This is of no surprise, because when a person is under the influence of drink or drugs, their psychology and behaviour changes, sometimes being erratic and reckless (Better Health, 2022). Meaning they are unlikely to listen to reason. This does not mean that Betari's box is useless. Just that it is dependent on the situation it is used in. Next time I will consider the situation and determine whether it will be more effective to use an alternative model, such as the Karpman drama triangle.

In regard to Gibbs reflective model, I have found it highly effective at breaking the situation down into easily understandable sections. It has highlighted the areas of development I should work on and assisted me in showing areas I should be proud of.

During the incident, I believe I correctly used appropriate force due to the circumstances, and at the same time followed the code of ethics very closely. I have, and will always hold the code of ethics close to what I do in my job. I understand the impact incidents can have on people's futures, and so I am in a position where I must follow the rules carefully to ensure everyone is treated correctly. Since this incident I have taken a much greater lead in my incidents and grown to be more independent on calls, showing greater leadership in the process.

With all of this in mind, I believe the next time I attend a similar call. I will approach it with an open mind on how to diffuse the situation best, and if they are not responsive in my approach, to mix it up and try something else. I now know I don't have to pick one approach and stick to it throughout, but mix and match what works best, there and then.

Word count: 2724

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 using a policing incident in which I played a significant role in, to reflect on my development as a police constable. To effectively reflect on this incident I will be using the Gibbs reflective model to critically assess the social and legislative context of any cultural, ethnicity and language issues involved. I will also consider and reflect on my responsibilities and procedures in line with the codes of practice to support victims and witnesses through the criminal justice system. Finally I will illustrate how policing values were engaged and any considerations I made including culturally sensitive practice and language preferences.

A few weeks after joining response I was out on patrol during a late shift with my tutor. It was just getting dark at around 2130hrs and control came over the radio asking for officers to attend a disturbance at an address nearby in Splott. We responded and made our way to the address. On arrival we could hear a male and female shouting inside. I knocked the door loudly and informed them it was the police. The shouting immediately stopped and a male answered the door. After introducing ourselves we were let into the property. It became apparent quite quickly that the male spoke very little English.

I decided to immediately separate the two and get an account of what was happening and whether any offences had occurred. I went with the male into their kitchen while my tutor spoke to the female in the living room. I used language-line for the first time to assist with communication with the male, who explained to me that he had come home from the pub,

where he had been most of the evening, watching football. He explained how he had come back later than expected and a verbal argument had occurred between himself and his girlfriend in the kitchen. He did not disclose that any offences had occurred. I recorded his details and waited for my tutor to finish speaking to the female.

A few minutes later my tutor called me into the hallway, away from both parties. She told me the female had disclosed there was a verbal argument between the two, but the male had also pushed her into the kitchen counter and then into the door frame as she had tried to leave the kitchen. She stated she didn't want to be in a relationship with him anymore but was too scared to end it. It had not been the first time he had been physical with her and she believed it was becoming more frequent due to his drinking habits.

With this information, I used language-line again, but to arrest the male for a section 39 domestic common assault, I cautioned him and gave him the necessities of preventing further harm and for a prompt and effective investigation. As he was arrested, language-line said his significant statement was "Stupid woman, getting me in trouble." Despite this, he remained calm and was put into the back of a marked police van before I returned to talk to the female. She explained the situation to me and I completed a Domestic Abuse, Stalking, Harassment (DASH) questionnaire with her to assess the risk posed to her, this showed her to be a high risk victim. I later submitted a Public Protection Notice (PPN) with the DASH answers for relevant services to reach out to her and offer her additional support. I also gave her the contact information for women's aid and submitted a victim focus referral.

Initially the female didn't want to give a statement due to potential repercussions from the male. But after explaining how we can keep her safe, she agreed to give a statement that night. I also collected her details so I could contact her again the following day. Before we left, I asked if she had anybody she could stay with for the night, or someone who could stay with her. She contacted her friend who arrived about 10 minutes later before we left.

We conveyed the male down to Cardiff Bay Police station where he was interviewed by the Hwb and later charged with domestic common assault. A few days after this incident, the male was further charged with coercive control.

Before we had attended the call, it had already been a busy shift. I was tired and we were about to finish for the night. So when we did get the call, I was disheartened that I wouldn't be leaving on time. I was hoping it would be a quick call where no offences had occurred. When we arrived I was initially worried about what was happening inside due to the sheer volume of the shouting. It is always concerning when you can hear shouting out on the street from inside a house, but my nerves settled once I had knocked the door. I felt calm and in control while dealing with the incident and at the end, a sense of both relief and pride for helping out the female who clearly needed our support that night.

Reflecting on the incident, I believe I dealt with the situation fairly well. By responding to the call, I made a positive impact on the female's life and gave her the support she needed to get away from an abusive relationship. Using language-line was also very important, so that the male was able to understand what was happening, and I was able to understand him too. Without this, it would not have been fair on him. I do believe I could have given

better necessities, for instance, protecting a vulnerable person, especially as the male was later charged with coercive control.

It was a challenge using language-line for interpretation. It was a very slow process and at times confusing, due to how the languages were translated. This meant I had to clarify multiple times and I was constantly worried my explanations would lose their meaning, especially as a lot of what officers are obliged to say, for example the caution, is written from a law context and isn't the easiest to understand, even in English to a normal member of the public. It's a concern because "Good law is necessary, effective, clear, coherent and accessible" (Cabinet Office, 2022), and if the legislation or language used by an officer is hard to understand for an English speaker, it must be even harder to understand in a different language.

However, this is because of the way law has developed over history, and the language within written legislation is maintained for consistency over time (Leszkay, 2014). It allows for laws written a long time ago, to remain in use and not be circumvented by how society has changed. So I understand why it was so challenging to use language-line, but it is still of concern to me that vital information may be lost in translation. Without language-line, I would have struggled to get even basic information from the male, such as his identity. This is a power given to officers under Code D of the Police and Criminal Evidence Act code of practice. I needed this information to investigate the offence and for "the keeping of accurate and reliable criminal records" (Home Office, 2022).

In South Wales Police it is policy to take positive action, especially involving domestic violence. By simply walking into the home and not taking action, the abuse could have continued or even escalated (College of Policing, 2018). Arresting a suspect is still positive action, this is because by removing the male and interviewing him, officers can work out what has happened and prevent any further offences. If the male had been left at the address, more could have occurred, which is bad for the victim, the police force and public as a whole. This power is given to officers under Code G, section 24 of the Police and Criminal Evidence Act code of practice (Home Office, 2022). I had a responsibility to protect the female from further abuse, and by arresting the male, was ensuring she was safe while the offence was investigated further.

By completing a DASH questionnaire with her, which is another standard procedure, the extent of the abuse would have also been unknown. The early intervention allowed me to get greater details of the offence and the history of abuse (Staunton, 2020). The answers given helped officers within the Hwb look into coercive control on top of the domestic common assault. Without the use of this questionnaire, the male could have received less of a punishment and justice would not have been served. It also helped me identify that she would benefit from additional support. Without it, I may not have suggested contacting women's aid. This service provides support to domestic abuse victims and can offer much more specialised support to the victim than the police can provide (Women's Aid, 2022).

Looking back on the incident, I took the contact details of the female to contact her in the morning. However, the case was taken over by the Hwb, and so I did not contact her. Reflecting on this, I really should have contacted her regardless, even if it was just to check on her welfare. This would have better supported her through what must have been an extremely difficult time. I did however, submit both a PPN and victim focus referral.

These are standard procedures in domestic violence cases and would have meant additional services would have contacted her throughout the following days to help her. (South Wales Police, 2021) (South Wales Police, 2022).

She will also be entitled to special measures in court, as the incident is described as “serious crime” and included domestic violence (CPS, 2021). This would mean she could, if desired and applicable, complete a video recorded statement, or complete her statement via video link. These measures are designed to support victims and allow them to “give the best evidence” they possibly can (Special Measure Assessment, 2022). By doing this, she will be more likely to work with the criminal justice system, as opposed to withdrawing support.

The victim in a crime is also protected by the victim’s code. This is covered by the Code of Practice for victims of crime. Whereby the victim has multiple rights, such as the right to be provided with information when reporting the crime, or the right to be referred to services that support victims and have services and support tailored to their needs. By conducting the incident in the way I did, explaining the situation clearly to the female and submitting the correct paperwork to get support for her, I upheld these rights and the code of practice for victims (Ministry of Justice, 2021).

The majority of these rights I will not be able to uphold, but the responsibility will lie on the officer within the Hwb, who has taken charge of the case. This is because a lot of the rights are in relation to the prosecution of the suspect and how the victim is supported through this process. One example of this is the right to “be given information about the trial, trial process and your role as a witness”. As I am no longer in charge of the case, I will not be able to do this (Ministry of Justice, 2021).

While dealing with this incident, I had to engage multiple policing values. These are in place to “set out nationally recognised behaviours and values to support all policing professionals” (College of Policing, 2022). This is “to make communities safer by upholding the law fairly and firmly” (NPCC, 2016). There are six competencies that are underpinned by four values. These values are; public service, integrity, impartiality and transparency. To uphold these values officers must; be emotionally aware, take ownership, collaborate, support and inspire, analyse critically and be innovative with an open mind (College of Policing, 2022).

To uphold these values I ensured my behaviour matched the competencies. One example was how I ensured I was impartial. To do this the female and male were separated, so that both sides of the incident could be ascertained before an arrest was made. By doing this I could ensure I wasn’t being ‘one-sided’, but gathering all the information before I acted. By using language-line, it further allowed me to be impartial, as both myself and the male could understand each other, rather than purely listening to the female. Another value I upheld was public service, whereby I collaborated with other services to get the support the victim required, by being emotionally aware I was able to identify that this was required and needed acting upon.

In conclusion, I have learnt to use every tool available to me to assist wherever possible. By using language-line this one time, I can see how invaluable it can be to understand what has happened at a call. It provides protection to the person involved so that they can

be understood, and gives officers much more clarity before they can decide what to do. I have also learnt that sometimes calls to the police can come in a few minutes before the end of the shift, and it is imperative to maintain my behaviour and values expected of me, even when I am tired. In regards to my necessities given upon arrest, I have learnt to try to think more openly, so that they better fit the circumstances.

In future similar incidents, I will be sure to approach it with a more open mind for the tools available to me. I can do this by going away today to look into what other things are available to me which may be of assistance. I will also not be disheartened if I go over my shift, because the positive effect I had on this woman's life is reward enough for me to spend a few more hours in work. So next time there's 30 minutes left before I head home and a call comes in, I can instead think about the positive impact I could have on someone out there who needs my help.

Word count: 2354

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 using a policing incident in which I played a significant role with an offender, to reflect on my development as a police constable. To effectively reflect on this incident I will be using the Gibbs reflective model to critically assess the social and legislative context of any cultural, ethnicity and language issues involved. I will also reflect on how I applied the National Decision Model (NDM) to assist in resolving the incident and evaluate the role of discretion in the decision-making process. I will determine my responsibilities in regards to the provision of the CPIA and illustrate how policing values were engaged through an assessment of the potential impact of bias on the decision-making process.

Towards the end of my time on response, during a day shift around midday I was on patrol with my sergeant when a call of a disturbance came through for an address in Adamsdown. We responded to the call and made our way to the address. On route, I asked control if she had any more information on who lived at the address; she informed me that the female is known to have knives, was threatening to injure the caller, had mental health conditions and was a heroin addict.

On arrival, we could hear loud shouting and bangs coming from a 1st floor flat; a neighbour was waiting at the door to let us in and explained the shouting and banging had been going on for a while; it is a common occurrence, but never this loud. Due to this I activated my body-worn video straight away.

We quickly made our way up to the entrance to the property and got our pava spray out ready. A male answered the door who had called the police. He explained that his ex-partner, who still lived with him, was drunk, smashing things inside the property and threatening to stab him. He moved out of the way for us to enter the flat which had severe damage to doors, the walls and items scattered across the floor. We moved towards the shouting to find a female inside the living room, sitting on the sofa holding an empty vodka bottle.

She was screaming that her ex-partner was unfaithful and worked for the devil. A quick look around the room showed no knives were within her vicinity. So I put my pava spray away and told her to calm down. She continued to be loud, screaming that she'd done nothing wrong and it was all her ex-partners fault, because if he hadn't been unfaithful, she wouldn't have become angry.

My sergeant told me to stay with her and calm her down while he went and spoke to the male who had called 999. I continued to talk to her, asking her how we could help, but due to her intoxication and mental health conditions, she wasn't making much sense. She would jump from concise talking, to explaining how the devil works. She would say that the police are the devil because if you turn 999 upside down, you get 666. I continued to talk to her and just listened to what she had to say for several minutes until she started to calm down and stop shouting. She explained how her ex-partner had got her addicted to heroin, and that her life used to be much better. She said she had schizophrenia which was untreated because the doctors hated her and soon this led to her becoming upset, asking me for help. At this point my sergeant let me know that the male wanted the female removed from his property and taken into custody for criminal damage.

With this, I told the female she was under arrest for criminal damage, I cautioned her and gave the necessities to prevent further loss or damage and for a prompt and effective investigation. She became agitated again as she was being cuffed to the rear, but once they were double locked, she complied and sat back down onto the sofa and cried.

I took the details of both the male and female at the address before I helped her put some shoes on and walked her down to the police van where she was put into the back. Another officer was called to take a statement from the male while we conveyed her down to Cardiff Bay Police station to be processed and interviewed. During which, she admitted to causing criminal damage at the address. I later submitted a PPN due to the domestic nature of the call and to assist the female with her mental health and drug addiction.

Before this call I was in high spirits and ready to go to the next call. As always, I was a little nervous when the call came through, especially when we were informed the female at the address is known to have knives and has mental health conditions. My adrenaline was high as we were entering the property. But I soon calmed down when I realised there was little danger to anyone in the property. As I talked more to the female, I started to feel sorry for her situation, because she was clearly upset but her emotions had gotten the better of her. I felt guilty for arresting her, but I knew it had to be done.

Overall, I knew I had done the right thing by arresting the female. She had caused criminal damage in her ex-partners home and was a danger to those around her, especially her ex-partner. So by removing her from the situation, the male would be safe. I like to think

that by submitting the PPN the female will get the support she needs to get her life back on track too.

This type of incident isn't overly common within my territory, being the 7th most common type of occurrence. It has maintained around the same level pre and post pandemic and accounts for around 400 incidents per year (South Wales Police, 2022). Reflecting on the incident, I really should have arrested the female for section 4 public order too, because she had made threats to hurt the male, which had been recorded by the call handler (Legislation.Gov, 1986). But at the time I had only thought about arresting her for criminal damage, because I could see with my own eyes the damage she had caused. There were no cultural, ethnicity and language issues either to make the situation more complex, so I really should have thought of it. The main challenge would have been proving the male felt "immediate unlawful violence" (Legislation.Gov, 1986). This part of the legislation makes it a lot harder for officers to push for a public order offence, but it is understandable why it is in the legislation, because if a person did not believe the violence would happen, they would not have been in fear, and no crime would have occurred.

Reflecting on my approach during the incident, I was using the National Decision Model (NDM) to guide my thinking of what to do and how to do it. This is because the NDM was developed to help officers remain true to the policing values and code of ethics in everything they do (College of Policing, 2022). By following this model, officers can break a situation down into small steps and process the information more clearly to provide a fair and reliable service that is standardised across all forces. It is also a useful tool for officers to learn from what they have done, by reviewing their actions and developing their approach next time (EMPAC, 2022).

This is shown by the placement of the code of ethics within the NDM. It is within the model and encompasses everything. This code of ethics holds officers to the following standards; accountable, fair, honest, integral, leader, open, objective, respectful and selfless (College of Policing, 2021). Officers must be ethical in everything they do because, "the legal basis of the work of the UK's police forces, and failing those standards is automatically a proper legal basis for a complaint" (AAAPPP, 2020). These complaints can lead to misconduct and do not serve the public justice. At the end of the day, the police are the public and the public are the police, we work for them (Higgins, 2020).

With this, I initially was gathering information which is the first step on the NDM. This was through talking to control about what information they had on the incident and who was linked to the address. This first stage is important, because without prior information, it is hard to assess the threat and risks, which is the next stage. I had been informed about the potential risk to knives, and so had my pava-spray ready, just in-case the situation was more severe and required my appointments. Thankfully in this instance they were not required, and I could move onto considering my police powers and policies.

In this case, we were let into the property, but I could have used a section 17 power of entry due to the risk posed to the male within the property and the damage being caused (Clark, D., 2006). I also considers what power I had to arrest, in this case there was clear criminal damage and there had been threats of violence, but at the time I only considered arresting for criminal damage under the criminal damage age 1971 (Legislation.Gov, 1971), using my section 24 power of arrest (Home Office, 2022).

After this, I could think about any other options available to myself such as discretion, but due to the nature of this call, this was not possible and the only real option available to me was to arrest the female. Finally I took action, and followed through with arresting the female. It was important to review what I had done before beginning the cycle again, which I did by talking to my sergeant on the journey to custody.

Reflecting on the 'options' stage of the NDM, I did consider how discretion could fit into this incident. With discretion meaning "the power to make a choice" (Vitek, 2002). Officers are given a small amount of flexibility to use their common sense and determine whether an arrest is within the public interest. This is useful to officers when attending incidents in which the parties can resolve their issues without going down the criminal justice route. It saves time and still resolves an issue (Miller, 2020).

However, this is quite a devisory topic within police worldwide due to the impact it can have on discrimination and inequality, with the potential of some officers being bias as to who they use their discretion with (Bronitt and Stenning, 2011). For instance, with this call I attended, I could have been biassed towards the female. In that case I could have used my discretion to have the male and female reach an agreement on fixing the damage and the female finding a new home to stay at.

However, in this case it was not possible to use discretion due to the nature of the call and amount of damage caused. On top of this, my policing values guided me to remain unbiased. Such values as integrity and public service, that require me to serve the people without bias, and to conduct investigations independent of my views. (College of Policing, 2022) Biases have the potential to influence every stage of the NDM. But they have their biggest impact on the policies we consider and the actions that follow. If an officer is biassed, they could increase or decrease their use of force, the power of arrest they use, the amount of discretion they implement. This has serious implications on the code of ethics which encompasses the NDM and could lead to an injustice for the victim.

My responsibilities ethically also involve the collection and retaining of information for an investigation. This is my responsibility due to the Criminal Procedure and Investigation Act code of practice. It is a code of practice that "regulates the investigation process and regulates the recording and retention of material that is found or is generated in the course of an investigation" (HSE.gov, 2022). With this there were multiple times when I recorded and retained information, for instance, when I activated my body-worn video or collected the female and males names, dates of birth and address. This information is always retained and stored on NICHE or evidence.com, both secure sites used for policing purposes in the building of casefiles. It is my responsibility to retain any material believed to be evidential and follow any lines of enquiry (Ministry of Justice, 2020).

Particularly in the case of body-worn video, it showed the damage caused within the property and the female admitting to causing damage. This is evidential and so was retained for the purpose of the investigation. Their names and dates of birth were also retained, as this is imperative for "the keeping of accurate and reliable criminal records" (Home Office, 2022).

In conclusion, I learnt to think more openly about the possible policies available to myself when arresting someone. I don't always have to go for the obvious arrest, but think more broadly about what other offences may have occurred. This is something that I am sure with time in the job, will give me more knowledge and confidence to be critical of what actions to take. I believe I used the NDM well during the call, especially in regard to collecting information and assessing the risks, because I listened to what control told me and used that information to prepare myself for what could have been a very serious situation involving knives. I also learnt that sometimes not talking so much and just actively listening is the best way to calm someone down. In most situations I've found myself in, I have had to raise my voice, but in this case, just being quiet and letting the female talk was all she needed to calm down.

With all of this, I plan to try to actively listen more to members of the public who are angry and upset and give them the time they need to say what they want. I hope this approach will help alleviate the situation better than taking a louder approach. I will also approach situations with a more open mind in regards to what powers and policies I can use. One way to do this is to review what powers and policies there are for me, so I am better equipped next time.

Word count: 2438

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Academic Time management	Starting earlier with academic work. I will start the work as soon as it is released.	Tutor/Mentor	6 month. My next workbook is issued on the 3rd October. So I should start in October.
Casefile production/management	Going to Hwb will help me with building case files and get me the practice I need to be better at them.	Mentor & other students with better understanding.	6 months. I should be better at building a case file by September.
NIE knowledge and preparation	I will catch up on the missed study clubs now that this workbook is complete, and attend them every Monday from now on.	Mentor & other students	3 months. I have until early September to prepare, so can start now.

Statement writing	I will continue to take statements and use the examples I have made over the previous few months to guide me.	Mentor, other students and colleagues from response	3 months. I should be in a better position after taking statements while in Hwb.

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

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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 word count.

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

Signed: A.Segarty (Learner, Electronic signature or type name)

Date: 01/07/2022