

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 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 <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:

Since I have been attested as a Police Constable, I have used a number of coping strategies in order to develop resilience and minimise stress. This essay will explore those coping strategies and I will discuss and compare the methods that I used in order to help.

Firstly, we need to understand what stress is and what the causes of stress are. Mind have reported that stress is a *“how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control”* (Mind, 2017).

This correlates with the first six months of police training where I was introduced to an environment I had not been exposed to for six years. I was tasked with once again engaging in academic studies and managing self-studying.

This was the first stressful obstacle I had to overcome as I felt I did not excel at academic studying, so my confidence was low. To manage this, I talked with other colleagues who were in a similar position to me. We decided to set up small work groups where we could go through topics and share our knowledge with each other. As a result of this, we were able to encourage and motivate each other in a friendly environment. To increase my confidence and manage my workload, I created a study schedule ahead of examinations. In doing so, I was able to dedicate enough time to each topic and even allocate additional time to those topics I was least confident on. This is where I demonstrated resilience as I was able to put myself in control and focus on the study material rather than dwelling on my lack of recent academic experience.

When looking at ways of developing resilience we must first understand what resilience is. On the website Very Well Mind, Kendra Cherry describes resilience as *“the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart.”* (Cherry, 2021).

Resilience is important for police officers due to the nature of the job, where police constables are subject to distressing events and situations (College of Policing, 2020). These distressing events can affect an officer's mental wellbeing weeks or even months after the event has taken place, especially when an officer has had to attend a similar type of incident many times over a short period of time. All calls have the potential to affect an officer's mental wellbeing however suicides or sudden death incidents can have the most serious impact.

A resilient police officer will have their own strategy in order to be able to manage their stresses when faced with certain situations and are able to keep their stresses under control (Richardson, 2021.) Different methods that can help police officers become more resilient when they have faced or attended certain incidents range from communication to physical activity. Communication can include anything from writing how the incident has made them feel into a diary or journal to having conversations with colleagues. If a

colleague can see that you are open about discussing a problem or feeling you are experiencing, they may also feel comfortable in confiding in you. However, it is important to understand that discussing the issues is not the best coping method for everyone. Studies show that individuals who exercise regularly and have a healthy diet will produce higher endorphins which can make them feel more in control (inTime, 2019).

During my initial 6 months training as a student police constable, there was a number of strategies I used in order to develop resilience and minimise stress. These were taking part in team sporting activities, such as rugby and doing individual training such as going to the gym. I also maintained a well-balanced and healthy diet and drank plenty of water. I ensured that I made time to see close friends and family, got enough sleep and used relaxation methods such as meditation and mindfulness.

Having always been interested in sports and exercise I have been aware that exercising creates endorphins – a feel good hormone. In an article published by the Harvard Health Publishing, they stated that endorphins are the body's natural painkiller which are released as a response to the individual's experience of stress or pain (Harvard Health Publishing, 2021). As well as creating endorphins another substance, Brain-Derived Neurotrophic Factor, which is a protein that is produced inside the nerve cells (Our Better Health, 2017). Both the brain derived neurotrophic factor and endorphins support the hippocampus, which is in the brain and inhibits the production of the stress hormone called cortisol (Meulenberg, 2019).

I would regularly take part in rugby training on a weekly basis. On a Tuesday, I would do circuits in the gym with the team and then on Wednesday evenings we would have rugby training. These two sessions would go on to play an important role while I was in my first six months of initial training. Firstly, I kept myself fit by doing high intensity and continuous training as well as also giving me the social factor of seeing friends and being able to have fun with them. This would alleviate any stress that I may have endured on that day as I could physically feel my body relax. There is evidence to suggest that by exercising regularly it allows the individual to focus more on a certain or specific assignment (Mayo Clinic Staff, 2020.) Further studies have suggested that by exercising for a minimum of 20 minutes a day can allow people feel a lot calmer once they have finished (Brennan, 2021).

There has been evidence to suggest that those who take part in team sports have a better mental health than those people who participate in individual sports (Brennan, 2021).

I would aim to go to the gym at least 3-4 times a week. It would normally consist of either CrossFit or Strength and Conditioning style training. Miranda Mirany wrote an article that identified the positive impact that regular training can have for a person dealing with a lot of stress. She stated *"The physical activities take your mind off the day-to-day worries. Repetitive motions you perform during the exercise routine promote a focus on the body instead of that on the mind.... concentrating on a single physical task produces a sense of optimism and increases energy levels apart from providing clarity and calmness."* (Mirany, 2020.)

Another way I used to manage stress throughout my training was by eating healthy foods. There is a strong correlation between stress and eating too much or not eating the right type of foods (Boyd, 2015). To ensure that I maintained a healthy diet I would prepare my food the previous day, this way I knew what I was eating which this would prevent me from eating junk food. As well as maintaining a healthy diet, I would keep my water intake up to around 3-4 litres per day. Drinking water is important for all of the body's organs, especially the brain, to function properly (Shaw, 2009).

In comparison, Ben Richardson released another article with practical stress management methods. Exercise and diet were in his top three tips to help manage a person's stress levels. Also mentioned within the article was the benefits of getting enough sleep, how social someone is, and relaxation techniques (Richardson, 2021.) I also used these methods to become more resilient and manage my stress in a better way, in

particular using a relaxation method such as meditation tape. This tape would consist of listening to calming sounds and positive words, which I found to have a huge positive influence, especially leading up to the exams. There have been a number of studies that have shown that meditation can have a positive impact on the stress levels that an individual may experience (Harvard Health Publishing, 2021).

In the lead up to the first exam I would meet up with friends and discuss what was on my mind and the stress I was feeling. Unfortunately, my friends were unable to provide much comfort as they had not been in a similar position for many years. On reflection, the coping methods I used ahead of the second exam, physical activity and revision planning, were much more beneficial to me. Using with the Gibbs Reflective Model, a model that encourages the thought process on how a specific situation took place (Mulder, 2018.), I am confident that I can manage future stress by engaging with the techniques I have now used.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

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

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

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

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

ANSWER:

This essay is going to look at, in my role as a police constable, an incident where I utilised my communication skills and how I managed conflict. When dealing with victims of crime, there is strong evidence to suggest that the use of effective communication can help those victims talk about their experiences and can help the officer build a rapport with that victim (College of Police, 2021).

There have been a few theories that have been linked to the causes of conflict, these are Betari's Box and The Drama Triangle. I will look at these throughout this essay as they have all appeared in the incident, I was involved in.

The incident I was involved in where the use of communication was vital when managing conflict was when my colleague and I attended a domestic related incident. We were on a night shift when an immediate response call came in for a distressed female who was reporting that she had been assaulted by her partner. Women's Aid defines domestic abuse as *"incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases, it is experienced by women and is perpetrated by men"* (Women's Aid, 2021).

When we arrived at the address, I saw a young woman running towards the police vehicle who appeared to be very distressed and visibly upset. I instantly activated my personal body worn video, as is force policy with all domestic related incidents and proceeded to find out from the female what had happened by using open

questions. Upon reflection it is clear that this incident was a classic example of the Drama Triangle. The female was the victim, I as the police officer was the rescuer and the male within the address was the Persecutor (Smith, 2021).

Due to the female's distressed state, it was quite hard to get the details of the situation, but through using various communicative and non-communicative techniques I managed to ascertain the details from her. I was able to do this by firstly making sure that the female was not stood in the road by asking her politely to get onto the pavement. I did this to start building trust between myself and the female. In doing this I took on the role as the rescuer, where I have wanted to take care of the female due to her vulnerability (Smith, 2021).

The female started by stating that she and her partner were in the living room of the address drinking where they then had a verbal argument. The female then left the living room and went upstairs to go to bed, she then advised that her partner followed her up the stairs where a verbal argument has continued. The female then alleged that her partner had then pinned her to the bed and placed both his hands on her chest to prevent her from moving, when she called out for help, her partner's father shouted out for her to be quiet due to children sleeping within the address.

Due to the nature of the incident I wanted to make sure that I was listening intently to the female and more importantly I wanted to make sure that the female felt that she was being listened to and that this incident was being taken seriously. In an incident like this, it is vitally important to make sure that you are listening rather than talking to the individual. That is why active listening is so important, there are six ways that you can show that you are actively listening, which are; pay attention, show that you are listening with empathy, avoid interruption and judgement, paraphrase what is said, ask for clarifications and Provide feedback (Schmidt, 2022).

To ensure that the female knew that I was listening to her I was utilising my non-communicative skills, by actively listening to what she was telling me. I was making eye contact with her and I would identify that I was listening to what she was saying by nodding my head and occasionally repeating what she had just said for clarification. The use of active listening I felt really helped the situation as in my opinion it allowed the female to feel comfortable in telling me everything that had happened and did not leave out any details. It also highlighted that I was being empathetic and showing compassion towards the female (College of Policing, 2021).

The female has then informed me that her partner had placed both his hands over her mouth to stop her from talking, she has then lashed out to the male to get him off her. The female has managed to sit up when her partner then grabbed her by her hair and slammed her head against the wall, which had caused swelling and reddening. In order to allow my understanding of the situation, I summarised everything she had told me so when my colleague then joined up with me, I was able to relay all the information to him. The female advised that everything I had said to my colleague was correct and it was at this point that I advised my colleague that the male would need to be arrested for domestic related common assault.

As a response officer the majority of calls that I attend are domestic related incidents, most of the time the incidents are verbal arguments only. In my experience it is not that common where one party has disclosed that the other party has assaulted them. Statistics have shown that in the year ending March 2021, the police recorded a total of 1,459,663 domestic abuse-related incidents and crimes in England and Wales. There was a 6% increase on domestic abuse related crimes from the year before with a record of 845,734. However, it is to be noted that these statistics aren't entirely accurate as not all domestic abuse related crimes or incidents are reported to the police (Elkin, 2021).

Myself and my colleague have then gone to the address to speak to the male. As we have entered the address, we have been met by the male's mother who advised us that he was not at the address, this instantly started to raise my suspicions, so I informed my colleague that I was going to look around the address for the male. I went up the stairs onto the first floor and as I got onto the landing one of the bedroom doors to my left opened and the male in question stepped onto the landing.

Almost straight away the male was on the defensive and became very obstructive. I asked the male in a calm manner what his name was, this was to confirm that I was speaking to the correct person. The male replied, "As you already know". The male was quite clearly very agitated with the police presence and was not willing to engage with either myself or my colleague. My colleague led the male down the stairs while I followed behind and made our way into the hallway.

I was very mindful of how the tone of my voice would be perceived because I did not want the male's behaviour to get too out of control while effecting an arrest. My aim was to try and be as calm as possible in order to come to a peaceful resolution. Although this was a negative situation, I wanted to ensure that I remained positive in what I was saying. By doing this I hoped it would have a positive affect the male's attitude towards us. I needed to advise the male that an allegation had been made which was the reason for police attendance. After my consideration of approaching the situation, I was cautious of the way I needed to inform the male that he would be arrested, interviewed and then he would be given his opportunity to have his say in interview and if there was any counter allegation then that would be investigated

I was also wary of the male's potential volatile behaviour due to the fact that he had been drinking alcohol in his address most of the evening. There have been a number of theories that discuss the link between alcohol and aggression, one of these theories is that of 'alcohol myopia'. This is where alcohol reduces an individual's ability to think properly as well preventing them from understanding a certain situation resulting in violent or angry reactions from people who would normally think more rationally (Drinkaware, 2022).

I was having to quickly risk assess the level of threat that could potentially take place. I needed to make sure that I was stood at a safe enough distance away from the male just in case he lashed out but still needed to be close enough to get 'hands on' if needed. I was wary of my surrounding which was a small hallway along with my colleague who was stood on the stairs and the male's mother stood close by too. As well as all this, I was trying to maintain my awareness at the male's demeanour and to whether it changed or not (College of Police, 2020). My considerations at the time were do I talk to him calmly and explain the situation to him and then put him in handcuffs compliantly or do I just place him in handcuffs straight away or? I considered the options and chose to go with speaking to the male calmly and then place him into handcuffs compliantly.

Once I had informed the male of the allegation made against him, I asked the male to turn around to face the wall and place his hands into the small of his back, in order to complete a compliant arrest. It was at this point that the male started to resist to basic commands. I was able to get my handcuffs onto one of the male's wrists where he then seized up and started to resist arrest further. Due to his increasing behaviour, I raised my voice slightly to take more control of the situation.

Throughout the incident, the male's mother was stood less than five meters away and was repeating that he had not done anything and persistently asking what we were doing. It was my belief that the mother's presence was making the situation worse, so I instructed for her to go into the kitchen to get out of the way and to stop getting involved. Which she failed to do.

Suddenly, the male then reached out and grabbed his mother and placed his free arm around his mother's neck. As a result of the male's behaviour this then caused my colleagues and my own behaviour to increase, it was evident to me that he wasn't willing to comply with any instructions. For this reason, I have needed to use more force, firstly to release the males grip from his mother's and preventing him from causing her harm

neck and secondly to complete the arrest. This has caused the male to actively resist and fight back, I have struggled with the male as we made our way into the kitchen where my colleague has tried to take the male to the floor. Due to the resistant behaviour, I have managed to get the male face down on the sofa where with the help of my colleague we have then been able to grab his other arm and complete the arrest.

This model is what is referred to as Betari's Box, this model allows individuals to learn and understand the impact of their attitude and behaviour has on others, whether this is positive or negative (Murder, 2018). As the male's behaviour was increasing I was trying my hardest to bring the male back down to a level that would be manageable.

When using force police officers must use any force that is lawful, proportionate and reasonable in the circumstances (Policing Law, 2022). In this incident my colleague and myself were executing our duty in line with Section 3 Criminal Law Act 1967, which states that *"A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large."* (Bryant and Bryant, 2020).

On reflection, the outcome of the incident was to arrest the male for the assault that he had carried out on his partner. I had gone into the incident with an idea of how I wanted the incident to play out however, that was not possible for a number of reasons. As well as the male's inebriated state, the alleged assault on his partner, the small area that I was in and the male's mother potentially getting involved was the reason for me placing the male in handcuffs straight away. I tried to remain calm throughout the incident and tried my very best to reflect my calm behaviour onto the male. Looking back on the incident I have gone through Donald Schon's Theory; the Reflection in action and Reflection on Action. The Reflection In Action is when half way through an incident you identify that something is not going as well so you have to change your working method. Whereas Reflection On Action is as the name suggests you reflect on the incident and consider whether it worked well or not (Bolton and Delderfield, 2018).

Looking back on the incident, when coming to the decision that the use of force would be necessary, I have consulted the National Decision Model in order to reach the outcome. Firstly I gathered the information and intelligence; which was that there was a male within the address who had assaulted his partner. I then assessed the threat and risk and developed a working strategy – the threat in this incident was that the male had been drinking and he had assaulted his partner so would he display this behaviour towards officers. I considered my powers and policies – the female had disclosed that she had been assaulted so the male would need to be arrested for common assault. What options and contingencies did I have? I could take the female to a place of safety however, she did not have any family or friends in the area, the female could not be left in the address even if the male was removed as there could have potentially been further issues with his parents. Finally, I took action and reviewed what had happened; I felt that the use of force in this incident was necessary because of the information that I had received that the male had assaulted his partner, he had been drinking and the fact that I had never met the male before and did not know what type of person he was, I felt it was necessary for the safety of everyone that he was to be placed into handcuffs (College of Policing, 2013).

Throughout the incident, I ensured that I worked in line with the policing principles and the standards of professional behaviour. In this incident I made sure that the use of force that I used was a part of my role and responsibility, necessary, proportionate and reasonable.

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

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

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

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

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

ANSWER:

This essay is going to look at my responsibilities as a police officer and what procedures I followed to support a victim through the criminal justice process. An incident that I have attended where I had to provide support to a victim through the criminal justice process was when I attended an ongoing harassment and stalking of a female from her ex-partner.

Citizens Advice defines harassment as behaviour that is unwanted that one party finds offensive or causes them to feel intimidated or humiliated (Citizens Advice, 2022). In 2014, a report conducted by HMIC into South Wales Police's approach to tackling domestic abuse found that the number of Domestic Abuse calls made up 6% of the calls requiring police assistance, of these 6%, 24% were from repeat victims of domestic abuse. On the 31st August 2013, there were 557 active Domestic Abuse cases in South Wales, 33% of these were deemed high risk, 40% were deemed medium risk and 26% were standard risk. The report also found that for every 100 domestic abuse crimes that had been recorded there were 96 arrests made, compared to other forces where the arrest rate is between 45 and 90. In a twelve-month period that ended in August 2013 a total number of 6,370 domestic abuse related crimes were recorded. From this 47% resulted in the offender being charged, 7% resulted in a caution and 1% had resulted in an out of court disposal (HMIC, 2014).

When I initially attended the incident, the victim appeared to be a foreign national and English was not her first language. I started to engage in conversation with her and she appeared confused and struggling to understand what I was saying. I started to consider whether I needed to call Language Line for someone to act as interpreter. However, I changed the tone of my voice and started to speak slower which seemed to help the female understand what I was saying. Following from this, the female was able to understand me and my initial assessment of needing to use a translating service would not be needed. I spoke to the female

who advised that she had been receiving a high volume of unwanted messages off her ex-partner. When I asked the female what she wanted us, as the police to do to help her, all she stated was that she wanted the incident logged and did not want her ex-partner spoken to. Looking back on the initial call as I know it now, I should have before attending, checked on our Niche system to see if there were any conditions in place for the male not to be contacting the female and to investigate the history a little bit more.

Once I got back to the station I completed my update for the call, stating what I did, what was said and then put in a Public Protection Notification or PPN as required. A PPN is an information sharing document that officers must complete when they have attended an incident for them to record safeguarding concerns, these types of incidents can be; Domestic Abuse, Harassment and Stalking, Child Abuse and Adult at Risk (South Wales Police, 2008). It wasn't until the next day where I was asked by my supervisor if I had looked at the individuals on Niche and was informed the action that I took was not the appropriate one. I explained that the female had stated that she only received messages and would not go into any further details. I learnt that there had been a restraining order in place for the last twelve years and the male had repeatedly breached the order. Therefore, committing a criminal offence (Qredible, 2020).

Once I found out this information, I attempted to contact the female immediately to get further details from her and get a formal written statement to start building a case file to send to the Crown Prosecution Service (CPS). This was one of the first barriers I needed to overcome, due to the nature of her ex-partner constantly calling her off withheld and private numbers, she would rarely answer the phone. To overcome this, I had to send her text messages, which when you are trying to get as much information as possible is not an ideal way, so to overcome a conversation via text message I would then let her know that I was going to call her so that we could speak over the phone. The other obstacle that I faced was that she was terrified of leaving her address during the day, in fear that she may see him out within the community or in the surrounding streets. She also thought that he was getting people who lived in her area to spy on her for him. This to me highlighted how intimidated of the male she really was.

In 1999, The Youth Justice and Criminal Evidence Act (YJCEA) introduced a variety of measures that can allow victims and witnesses to feel at ease when they are gathering and giving of evidence – these measures are known as “special measures”. These Special Measures are a series of provisions that assist all witnesses who are deemed vulnerable or intimidated to give their best evidence when they are in court. (CPS, 2021). In this incident I was dealing with the female that was deemed as an intimidated witness which is defined under Section 17 YJCEA 1999 as *“anyone suffering from fear or distress in relation to testifying in the case”* (CPS, 2021). Types of special measures that were available to the female were screens, live link, being able to give their evidence in private. These types of special measures would prevent the female from seeing her ex-partner and feeling intimidated while in the court room and potentially preventing her from giving evidence due to fear of any repercussions (CPS, 2021).

In order to overcome this obstacle, at first, I took a statement from her over the phone. However, while giving the statement I could tell that she was very frightened of this male because she kept asking what would happen to her if he found out that she was giving a statement. I advised her that she would need to sign the statement before any arrest was made and that safeguarding her was mine and the force's top priority. Once I had finished the statement, I tried to arrange for us to go to her address straight away for her to sign her statement. However, as it was during the day, she did not want us attending as she did not want neighbours to see the police van outside her address which made her fearful.

For the next two days then I was unable to get in touch with the female as she was not responding to any of my calls or text messages, which was slightly concerning for me. One fear was that she was ignoring all correspondence with me as she no longer wanted to provide a written statement. I eventually managed to make contact with the female, where she had stated that the male kept contacting her from his own number, private numbers and other people's numbers, she advised me that she had reported this to the

police already. I then found the new occurrence that she had reported and linked it to the one I was working from a few days prior. As I was on a night shift at the time, I was able to arrange with the female to take a further a statement and sign it. As she did not want police at her address, it was arranged that we would meet around the corner from her address and for us to bring her to the police station to take the statement.

Whenever the police deal with an incident where there is a victim of crime, they must also find out of the victim whether they feel that they would benefit from being contacted by Victim Focus. Victim Focus is run by the national and independent charity Victim Support, who can provide help and support to anyone who has been the victim of a crime in the South Wales area. Victim Focus are able to offer specially trained staff who can provide immediate and long-term help and support to those who have experienced crime (South Wales Victim Focus, 2022).

Due to the nature of this incident, I made sure that I offered this service to the female, the reason for this was because I wanted to make sure that she received the relevant support long after this incident had taken place. Unfortunately, the female did not want to be referred as she advised me that when it was all done with, she just wanted to forget about it all and continue with her life.

As the female had not signed her statement from the previous day, I was able to add onto it with what had taken place since making the initial statement. I could see that this was very distressing for the female, so I allowed her to take breaks and gave her time to answer questions when making the statement. To make her feel more comfortable and at ease I offered her a cup of tea too (College of Policing, 2021).

Due to the female being in the station, I was able to take evidential photos of the messages that her ex-partner had been sending her as well as the call history showing the number of times that he had been trying to contact her. I also tried to complete another PPN on her behalf and to go through the Domestic Abuse, Stalking and Harassment (DASH) questions, however, the female refused to answer the questions. As her ex-partner had constantly been contacting her and making threats to her, I completed the PPN but made a note in the officer's observations box that the female was very scared and felt very intimidated and refused to answer any questions and highlighted that since the last PPN I had submitted a couple of days before that she had been contacted on multiple occasions and had been threatened.

The Code of Practice for Victims of Crime or Victim's Code sets out the services and minimum standards that should be offered to victims of crime by Police Officers and other organisations in England and Wales (Ministry of Justice, 2020.) Under the Victim's Code there are twelve rights that a Victim is entitled to, Rights 1, 4 and 12. These rights apply to all victims, which are: to be able to understand and to be understood, to be referred to services that support victims and have services and support tailored to your needs and to make a complaint about your Rights not being met (Ministry of Justice, 2020.)

In this incident with the female, she was also entitled to Right 7 – To make a Victim Personal Statement (VPS). I had offered this to the female, however, again she did not want to pursue with this because she felt as if she had been through enough already. I advised her that we are Victim led and will obviously do as she wishes, however, I advised that when it comes to going to court, it gives her an opportunity to tell the offender and the court how the whole incident has affected her. Then if the offender is found guilty this VPS will be taken into account and could influence on the sentence (Ministry of Justice, 2013).

As part of my role as a police constable I must make sure that I make victims of crime aware that if they do choose to opt out of their Rights under Victim's Code they can change their mind and opt back in, while the case is under investigation, prosecution or the offender is serving their sentence (Ministry of Justice, 2020). This is important to do because although the victim may not feel that they may benefit at the time from any victim support services, they do not only have access to these services but it can also help if they are

experiencing long last adverse effects; such as poor mental health, like anxiety, depression and Post-Traumatic Distress Disorder (PTSD) (ADASS, 2015).

Once I had completed my part of the investigation, taking statements and uploading all evidence to the case file. As the male lived in a different part of the city to where I am stationed, I sent a task to that sector for them to carry out arrest enquiries. When I came back in for my last night shift of the working set, I went onto the occurrence to see if there had been any update regarding the arrest enquiries. I could see that officers in that sector went out straight away and managed to arrest the male straight away. As I had taken all relevant statements, the Hub were able to take on the rest of the investigation and I could see that the male in question had been charged and was remanded until the court date in late April 2022. This was a huge relief for myself and gave me a great sense of achievement knowing that I have played a part in helping in the arrest of a repeat Domestic Abuse aggressor that has led to his remand in custody and more importantly safeguarding an intimidated victim.

A model of reflection that I used for this incident was the Atkins and Murphy Model of Reflection. This model was created to help individuals identify points to improve on from their own experiences. The model is made up of five different stages; Awareness, Describe, Analyse, Evaluate and Identify (Zeeman, 2019). Linking this reflective model to the incident I was involved in I can see that at the very first initial attendance the action I undertook was not the appropriate action and I had to work hard to rectify it. On reflection from initial attendance, I felt that I built a good rapport with the female when I tried to overcome the initial language barrier. This helped show my empathy towards the victim and highlighted to her that I wanted to find out exactly what happened so I could provide the necessary and relevant support.

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:

During my time as a Police Constable, I have already encountered a wide variety of incidents where I have used the National Decision Model and my own discretion to make decisions. One incident of note is when my colleague and I had been conducting mobile patrols when I then spotted a male sat on the floor of a railway bridge. This stood out for me as it was in the very early hours of the morning, very cold and the male was not wearing suitable clothing for the time of the day.

On reflection, I immediately started to go through the National Decision Model; Gather Information and Intelligence, Assess threat and risk and develop a working strategy, Consider Powers and Policy, Identify Options and Contingencies and Take Action and Review what happened (College of Policing, 2013).

As soon as we stopped the van, I started to gather information and intelligence. I got out of the vehicle and instantly activated my body worn video. I crouched down so I was at the same level as the male and initiated conversation with him. I started by asking what his name was and then informed the male who I was. Despite the fact he was not engaging with either my colleague or myself, I knew we still needed to get some information from him. I wanted to find out who the male was, how long he had been on the bridge for, why he was sat on the bridge and why he was out so early in the morning.

The more questions that I asked the male's behaviour was becoming more and more guarded, as he kept clutching at his bag and rocking in a back and forth motion. I wanted to maintain a good rapport with the male, as at the time it was still not clear what his intentions were. There has been evidence to suggest that building and maintaining a good rapport with an individual is important especially when trying to develop a relationship as it allows information to be disclosed freely and gives a greater understanding of the current situation (College of Policing, 2021.)

I wanted to make sure that I remained calm and collected when speaking to the male; I did not want to do or say anything that could potentially upset or agitate the male. I knew that if I approached the situation in a calm and collected manner, I was more likely going to be able to risk assess the situation more effectively and receive a better outcome (College of Policing, 2020.)

After approximately five minutes, I was able to obtain his personal details. With these details, I conducted a person search on the male through the control room. The information I then received from the control room informed me that this male had a history of concealing weapons and mental health. This information immediately increased the gravity of the situation.

Now, I needed to assess the threat and risk and develop a working strategy. Firstly, I started by maintaining a safe working distance between the male and myself. However, due to the mental health warning markers I needed to ensure that I was in a safe enough position to get closer to the male for his own safety and welfare. I also identified that he was crouched on a bridge where people had been known to commit suicide from. I also needed to consider how any verbal or non-verbal communication might affect the male.

It was clear to me that this was a very stressful situation for the male, and it was starting to become stressful for myself as I wanted to help this male. I was not getting much interaction with him, and I was conscious of what I was saying and how my body language could be perceived by the male as I did not want to increase the risk anymore. In an online article about Nonverbal Communication and Body Language the authors state that *“Stress compromises your ability to communicate. When you’re stressed out, you’re more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behaviour.”* (Segal, Smith, Robinson and Boose 2020).

I needed to ensure that I was being emotionally aware and wanted to keep the male onside and co-operating safely with officers. I wanted to be able to create trust between myself and the male in order to come to a safe resolution. It has been said that “Your nonverbal communication cues—the way you listen, look, move, and react—tell the person you’re communicating with whether or not you care, if you’re being truthful, and how well you’re listening” (Segal, Smith, Robinson and Boose, G 2020). Whilst the male did not seem to be listening to what I was saying, I made sure my facial expressions and posture reflected empathy and understanding.

I knew I needed to relay all information to other colleagues who were on their way to assist. I made radio contact with my sergeant and other colleagues as I knew they were on their way down. I passed on all information and advised them to approach without the blue lights on as I thought they may come across as threatening to the male which could change his demeanour.

I also informed my sergeant that the male had not presented any serious concerns regarding his intentions. However, that instantly changed as while I was on the radio a train passed under the bridge at speed. The male instantly stood straight up and gripped tightly onto the bridge still facing me. Along with my colleague, I was able to loosen the male’s grip, where he then resumed the crouched position on the bridge.

Still trying to talk to the male and clarify his exact intentions, he started to become more and more passively resistant. He would not move away from the bridge and would keep reaching for the edge of the bridge. It was at this moment that I realised that it was the male’s intention to jump off the bridge into an oncoming train. It became apparent to me that the risk level increased. My strategy then was to get the male to a place of safety away from the edge of the bridge, so he was not likely going to cause any serious injury to himself.

I then had to consider what powers and policies I could use at the time which could result in getting the male to a place of safety. At the time, I had no suspicions that the male had been involved in or had any

attempted involvement in committing any offences, so I was unable to make any formal arrest under S.24 PACE 1984 (College of Policing, 2013).

I wondered whether this male had any close family or friends he could stay with who could keep an eye on him? I did not think that this would have been appropriate because there may have been the possibility that he would leave at the earliest opportunity and could attempt serious injury to himself. I knew I could not leave the male by himself. I could have potentially arrested the male under Common Law to Prevent a Breach of the Peace.

What powers did I have under the Mental Capacity Act 2005? Did I think that the male lacked mental capacity to give any consent to care and treatment? (College of Policing, 2016b.) Could I detain the male under the Mental Health Act 1983 – under Section 136, I would have had the power to remove the male to a place of safety (College of Policing, 2016b.)

A short while later another train went passed; again, the male jumped up and lunged towards the edge of the bridge gripping tightly. This time it was harder to release his grip, once myself and another colleague were able to, I instantly placed him into handcuffs to the rear. He asked why he was being put in handcuffs to which I replied, “I do not feel comfortable that you are standing on a railway bridge at 4 o’clock in the morning and your behaviour is concerning me.”

I knew that we needed to leave the scene with the male and take him to a place of safety due to his erratic behaviour. From the limited information I had at the time, the males warning markers and his unpredictable behaviour, the best options I had under my available powers were either arresting the male under Common Law to Prevent a Breach of the Peace or to detain the male under S.136 Mental Health Act 1983. It was noticeable that he was trying to cause serious injury to himself, but I wanted to make sure that the male told us of his intentions before I proceeded any further.

Once the male was detained, his body language and demeanour changed. He instantaneously started to engage more with officers and stated that it was his intention to jump over the bridge into an oncoming train. I consulted with my colleagues on what the male had just stated and we all agreed that he would need to be detained under the Mental Health Act. It was at this point that I sectioned the male under Section 136 Mental Health Act 1983.

The decision to detain the male under Section 136 Mental Health Act 1983 was based on all the information that was present to me at that time; the male’s Irrational and unpredictable behaviour and his admission that he wanted to end his life (College of Policing, 2016c). I explained to the male that he was being detained under Section 136 Mental Health Act 1983 and that he would be conveyed to the local mental health unit as I had serious concern for his welfare (College of Policing, 2016a.)

The male was then conveyed to the local mental health unit in a police vehicle as it was my belief that if he was put into an ambulance he may be a risk to either himself or ambulance staff (College of Policing, 2016a). On route to the mental health unit, I called them to inform them of the incident and that we were on our way down for the male to be assessed, as I was unable to do from the scene when I was with the male. By phoning the mental health unit it allowed me to find out whether they had any space for the male and if they did have space, they could get prepared for us and call in any assessors (College of Policing, 2016a). It also gave me time to start filling out all the relevant paperwork that they needed in order to assess the male.

Once we had arrived at the mental health unit, we were allowed to wait in the waiting room. While the male was waiting for his assessment, he informed myself and other officers that his mental health was not in a stable place and if we had not come across him or intervened, he would have either seriously hurt himself or other members of the public. The longer we were waiting, the male more agitated and irate the male was

getting. It was obvious to me that bringing the male to the mental health unit was the best course of action due to his behaviour which was very up and down. I started to engage with the male to try and calm him down, he stated that he wanted a cup of coffee, so I took it upon myself to speak to the nurses to see if it was possible for the male to have a cup of coffee.

The nurses were at first hesitant to give the male a hot drink due to his behaviour, however, I informed them that there were 3 other officers with him and while he has been with us he had been reasonable and that it was my firm belief that if he had a coffee he would be co-operative. Again, here I was using my discretion, because of the male's warning markers he was unpredictable.

The male was then assessed and from information that I had previously provided them with, along with what had been said in his assessment, the mental health practitioners decided that it was best he was left in the care of the staff at the mental health unit who had deemed that if he was to be released, he was a danger to himself and the public.

Weeks after the incident and having reflected on the overall incident, I do not feel that I would have done anything differently. I have spoken with colleagues and have asked for feedback on how they think I was in the situation. I feel that the way I spoke with the suicidal male was done with compassion. I ensured that I maintained enough distance for my own personal safety but still close enough to help the male, should he need any first aid treatment.

Most importantly, on reflection I feel that my actions on the bridge that night helped to save someone's life. This was made more apparent as to when we were in the local mental health unit; the male thanked me for spotting him, speaking to him the way I did and eventually detaining him as he stated that he was at the point that he was ready to end his own life.

Upon reflection, throughout the entire incident from the moment I met the male to the moment I left him, I abided by the Policing Principles. I treated him with fairness and respect I would have wanted to receive if I was in that position. I thought that this was most important to ensure confidence and trust between all parties. I showed good leadership – by keeping colleagues up to date before they arrived on scene, telling them not to arrive on blue lights. Finally, I made all my decisions based on all the information that was present to me at the time and the level of risk that was present (College of Policing, 2013).

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.

Area of Development	How it will be achieved	Who can provide support	Timeline
Case File Building	Completing more case files Helping colleagues build their case files. Utilising experience and time when on my Hub attachment	Other colleagues on shift Hub officers	By the end of my probation – July 2023
Interviewing	Sitting in on colleagues' interviews – acting as 2nd Jockey Conducting more interviews myself Utilising the experience when I am on my hub attachment. Conducting more Voluntary Interviews as well as Suspect Interviews.	Other colleagues on shift Hub officers	By the end of probation – July 2023
Improving my Roads Policing knowledge	Try and get an attachment with the Roads Policing Unit that will expose me to more traffic related calls and incidents.	Speak to colleagues who are in the RPU. Speak to colleagues who are looking to go into the RPU.	By the end of probation – July 2023

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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

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: Jerome Bryan (Learner, Electronic signature or type name)

Date: 03/04/2022