

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.

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 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

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

ANSWER:

In this essay I will be discussing some of the hurdles I encountered during my first 6 months of training and the methods I adapted and developed in order to overcome them. I will compare these coping strategies I found to help me and reflect on the incident using Borton's reflective tool.

Stress can be defined as the body's response to pressure or strain from a situation or event (McEwen and Sapolsky, 2006). Every human being would have experienced stress throughout their lifetime of varying degrees whether that is due to physical, emotional or psychological reasons. The process by which the body responds to stress is known as allostasis and can be acute or chronic. The acute response is also known as the 'fight or flight' response. The body is stimulated when stressed which causes the release of stress hormones including cortisol and adrenaline into the bloodstream. The rise in concentration of these hormones allows the body to respond quickly to dangerous situations. Low levels of stress can be seen as beneficial (Shahsavariani et al, 2015) as it can sharpen concentration and facilitate performance. However, high levels of stress can have an adverse effect on the body and can result in not only biological problems but social and psychological problems also (Tuckett et al, 2008). Building and harnessing emotional resilience can help improve the way individuals deal with pressure and reduce the impact of stress on the body. Masten (2004) defines resilience as "the capacity of a dynamic system to adapt successfully to disturbances that threaten the viability, the function, or the development of that system". Resilience isn't solely based on the ability to bounce back from a challenging situation but also the capacity to adapt when faced with adversity (Ozbay et al, 2007).

The first 6 months of training brought along its many struggles and challenges, the biggest being the fact that I had joined South Wales Police during the middle of a pandemic. Not only was I nervous about starting a new job but also at the same time, the whole world had been thrown into a frenzy and I was worried about the future had to hold. As a result of the new COVID19 regulations implemented by the Government, the way training was delivered had to be altered to abide by the new rules. This meant that a lot of the teaching had to be moved online to lessen the amount of contact between individuals and also because the number of people allowed in the training building at one time had been dramatically reduced. It felt very much like a trial and error process as trainers were adjusting to the new style of teaching. I struggled a lot on the days when we had to work from home, I couldn't grasp topics as quickly, I lacked concentration and didn't have the motivation to do the work. Some of the topics that I was taught about such as dealing with

child abuse I found upsetting and difficult to learn about, especially when the trainers referred to previous cases, it really hit home the seriousness of the job I was about to undertake. Having already tackled one degree, I am no stranger to exams but felt overwhelmed with the sheer volume of everything that we had to learn and felt the pressure of needing to succeed. In addition to this, I had taken a pay cut to join the Police, which brought about a lot of stress, as I was worried I wouldn't be able to cover my monthly outgoing costs.

Using reflective techniques such as Borton's Reflective Tool can help with the progression of building personal resilience as your actions and their impact are assessed and evaluated. Resilience can also be developed through reflective practise, looking for the positives in negative situations. Using Borton's Reflective Tool I could quite clearly see that I wasn't fully prepared when starting this new chapter in my life and there was a lot of change, which I was initially apprehensive about. I knew that if I didn't address the issues that were making me feel this way, my training wasn't going to progress. It was therefore crucial that I developed an outlet for these negative emotions, as my current actions would result in prolonged stress.

There were several ways in which I kept myself from getting overwhelmed with the stress and worry I experienced during the first 6 months of training. Keeping fit and regularly exercising had to be the biggest attributing factor. I would try to do some form of exercise at least three or four times a week and also try to fit in one yoga session a week. Sharon-David and Tenebaum (2017) refer to exercise as an adaptive coping strategy and a known stress reliever. This is because during exercise, the levels of stress hormones in the body are reduced whilst also stimulating the production of endorphins, which are released into the body's central nervous system. Endorphins are accountable for the brains improved and positive mood (Kashihara et al, 2009). As well as biological reasons, there are also psychological theories to explain the stress reduction effects of exercise. Morgan (1985) describes one of these psychological theories as the distraction hypothesis; exercise provides a distraction from 'negative thoughts', which therefore results in a better mood.

Alongside exercise I also made sure that I was eating a healthy and well balanced diet. I knew that if I didn't give my body the nutrients that it needs to function efficiently I would experience tiredness, mood swings and lapses in concentration. Gonzalez and Miranda-Massari (2014) stated that the affect of stress on the body can be reduced with the correct nutrition and effectively repair any damage that has been caused. When carbohydrates are digested, it signals the brain to produce more serotonin in the body. Serotonin is the main hormone responsible for the stabilisation of moods, happiness and feel-good emotions (Berger et al, 2009). I made sure I ate a lot of green leafy vegetables, as they are an excellent source of vitamins and minerals. They are a good source of magnesium, which is important for the body as insufficient levels of magnesium can cause tiredness and headaches, worsening the effects of stress. Leafy vegetables are also a good source of vitamin C as well as oranges and studies have demonstrated that vitamin C can reduce the levels of stress hormones, lower blood pressure and also strengthen the immune system helping the body to combat stress (Gonzalez and Miranda-Massari, 2014).

Maintaining a positive attitude and trying to have a positive outlook despite when faced with difficult circumstances is something I not only upheld during my 6-month training period but what I try to do everyday. I definitely think that because I was already in the practise of thinking positively I was able to cope better when I felt under pressure and stressed during

training. Rastogi et al (2018) found that there is a relationship between positive thinking and stress whereby positive thinking has the capability to reduce stress and increase working performance. Studies have also demonstrated that positive emotions make individuals more resilient in their ability to recover effectively from daily stressors (Ong et al, 2006), as they use optimistic thinking as ways of coping (Masten and Read, 2002). Resilience is a very beneficial trait to possess especially when a response police officer as officers will be required to deal with stressful and traumatic incidents frequently. By being a resilient police officer I will not only elicit positive emotions in myself but also others close to me, creating a supportive social network, which will aid everyone in the coping process (Demos, 1989).

I cannot directly compare each of the coping strategies I used against one another as each one provided its own benefits and contributed something different to the moderation of my stress levels and development of resilience. Each one played a vital role and neither one of these coping strategies alone would have been sufficient. As I mentioned before I think exercise had to be the biggest contributing factor as it provided me with a distraction from my thoughts and worries however if I had constantly avoided the issues that were worrying me it would've resulted in greater stress in the long run. Trying to maintain a positive attitude meant that I was in a better frame of mind to address the issues I was facing and figure out how I was going to tackle each problem. In addition, having a healthy diet assisted with my overall improved mood, motivation and concentration which meant that I saw an improvement and progression with training.

By finding and developing coping strategies that I know work on reducing my stress levels has proved to be pivotal in my operational work as a response police officer. Getting use to reflective practise as well has meant that I work more efficiently, manage my stress more successfully and am constantly improving myself.

Word count - 1495

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 discussing conflict management, including an example of when I encountered conflict and how I dealt with it. I will explain how I used my tactical communications and how I considered my use of force. I will reflect on the incident using Gibb's model of reflection 1988 and will refer to the victim as IK and the perpetrator as JL.

The nature of policing is such that conflict is sometimes inevitable. Successful conflict management is a crucial part of response policing and having the ability to diffuse high-tension situations by using effective communication is very important. The subject behaviour profile of the person in question shows that conflict can be presented in several forms. The subject can be compliant, offering no resistance and complies with the officer's requests. They can be verbally resistant and gesture; refusing to comply with requests either verbally or by use of their body language or they can be passive resistant where the subject stands, sits or lies still and will not move. The subject can be actively resistant where they push or pull away from the officer or aggressively resistant when the subject tries to physically attack the officer. Lastly the subject can be seriously aggravated where the subject commits an assault, which presents the possibility of serious injury and includes the use of weapons (Central Police Training and Development Authority, 2005). On some occasions police presence alone will be sufficient in de-escalating the situation, whereas other times officers will need to use their tactical communicational skills. There

will be some circumstances when it may be necessary for officers to deploy their offensive and defensive skills with use of force. The primary aim in those situations is to control and neutralise any threat to guarantee the safety of both officers and members of the public whilst upholding the law.

It is important to note the pieces of legislation that grant police officers the power to use reasonable force if necessary to carry out their role of law enforcement. These are set out by the College of Policing and are; Section 3 of the Criminal Law Act 1967, Section 117 of the Police and Criminal Evidence Act 1984 and also Common Law (College of Policing, 2013). These pieces of legislation state that reasonable force can be used if absolutely necessary and that the amount of force must be reasonable and proportionate otherwise will be deemed unlawful.

The example I will be explaining is of my experience dealing with conflict, where JL was actively resistant and I had to use reasonable force on her. I was on mobile patrol with my tutor one-day shift when we were called to attend an address following an abandoned 999 call. On arrival to the scene a distressed male who I now know to be IK approached us. He disclosed that him and his partner JL had a verbal argument earlier on in the day, she had been screaming and shouting at him and he could not take it any longer so he left the apartment. He stated the JL had taken his bankcard from him and he did not have a mobile phone. IK told us that he could not get back into the property which he owned as he had left his keys behind and JL had locked herself inside and would not open the door for him.

I shouted to JL from outside the property and tried to get her attention but she would not respond to any of us. We eventually managed to gain access into the building by another resident living there. The door to the flat was open and as I went to walk through the door saw JL. She initially looked surprised that I was standing there, then her face turned to anger. JL tried to force the door shut on me but I was stronger than she was and was able to keep the door open, I entered into the hallway with my tutor shortly behind me.

Straightaway I knew something was not quite right. JL was shouting a lot of nonsense at me, she was slurring her words as she spoke and seemed very agitated. I tried to talk calmly to JL but she continued shouting at me and would not answer any of my questions. I thought JL might be responding and acting that way due to the presence of IK so my tutor took him out of the flat and spoke to him on the stairs. I then tried again to verbally calm JL down; I spoke to her in a calm manner and tried to make eye contact with her as best as I could. I was aware of the Betari's box theory; a concept based on the way in which officers and subjects can get locked into a cycle of behaviour which if remains unchecked can escalate out of control. My attitude affects my behaviour, which in turn affects JL's attitude, and therefore her behaviour and is an on going constant cycle (College of Policing, 2016). I knew it was important to remain calm and composed in this situation as it would affect my behaviour towards JL and if I was like this, hopefully in turn JL would start to calm down. I tried finding out JL's name and date of birth so that I could do a person check on her to see if she had any warning markers for violence or mental health but she would not provide these details. The lack of knowledge I had of JL and her current behaviour raised my concerns.

I noticed there were signs of a disturbance inside the flat including the TV being pushed off of its stand and drink spillages on the floor. I asked JL what had happened today, this time

my voice was more assertive and my face serious. The change in my tone must have startled JL as she stopped shouting at me briefly and responded to my question. JL was not very clear but from what I could gather she had disclosed an assault from IK. JL then continued to shout in face and stumble about the place so I was not able to obtain any conclusive details about the assault.

My colleague then came back into the flat and disclosed to me that IK had reported that JL had assaulted him today, which is one of the reasons why he had left earlier on. IK had followed behind my tutor into the flat. JL then started to get aggressive, she started screaming and shouting at IK and tried to push past me to get to him. I then used the 5-step appeal process; I first made a simple appeal to JL, to calm down and step into the other room, which JL didn't comply too. I then used a reasoned appeal, explaining to JL why I had made the request but that didn't work either. I then tried a personal appeal, stating the implications of JL's actions and that if she didn't comply with what I was requesting then she was going to get arrested. JL continued being verbally aggressive towards myself. I then stated a final appeal, this was a final warning before I was going to take action; JL had quite clearly confirmed her resistance to comply with my requests but I said, "Is there anything I can reasonably say or do that will make you co-operate with me". JL continued to completely disregard what I was saying so I had to take action. I reached for JL's arm and she instantly retracted and tried to pull away from myself. My tutor grabbed hold of JL's other arm but she still continued to resist and tried to break free from our grip. I spoke directly when I told JL to stop resisting but JL only continued to shout and scream and try to wiggle free. I stopped communicating with JL as it clearly wasn't working and instead was able to place handcuffs onto JL to the rear and then escorted JL out of the building and to the back of the police van. JL was shouting at me words to the effect of "Why have you done this to me", but I did not respond at that time as JL was not listening to anything I had to say and I understood that in the current situation she was angry and not acting reasonably due to either a state of intoxication, a drug she may have taken or her mental health. I told JL I would explain it to her once she had calmed down a bit.

When JL reached the back on the van she turned from aggressive to extremely upset and very distressed. I sat JL down on the back of the van where she started to cry uncontrollably. I was currently stood over her which I knew could come across as very intimidating so I lowered myself down until my eyes were level with hers and I could look JL directly in the eye. I used JL's first name, making sure I spoke with a soft tone of voice with a underlying firmness to request JL to calm down, I made sure I spoke slowly and clearly and kept my body language open so not to agitate JL. I remembered the mnemonic 'LEAPS' that had been taught to me in Officer Safety Training. The 'L' stood for listen to not only the whole message but also observe gestures, mood and body language of the person in question. The 'E' represented empathy; to be open-minded and show understanding to what is being said and 'A', to ask questions. The 'P' stood for paraphrase what I had just heard to show my understanding and that I had been listening and 'S', to summarise and condense the facts before taking relevant and appropriate action (College of Policing, 2020). I therefore took this approach with JL. JL disclosed to me that she was previously in a very abusive relationship where she used to get tied up by her ex-partner and that being handcuffed reminded her of that time. I could see how uncomfortable JL was and completely understood how this would have a detrimental effect on her so I compromised with JL. I informed JL that I was not able to take the handcuffs off of her for safety reasons but that I could bring the handcuffs to the front of her body, which JL seemed relieved to hear. By actively listening to JL and maintaining communication

through the use of empathy and body language and being open to what JL had to say, I helped build a rapport with her and reduce the tension as JL almost instantly seemed more relaxed.

I then placed JL into the back of the police van and informed her that she was under arrest for common assault. I used my judgment in that circumstance as on the balance of probabilities at that stage and the factors that I was presented with I suspect JL to be the aggressor over IK. This however fired JL up again. She shouted at me "I'm claustrophobic" so I tried to reason with her. I told her that I couldn't take her out of the cage but I would be able to open the back van doors for her, which I did. However JL proceeded to shout and swear at me in the back of the van. I could see how worked up she was getting so I tried to calm her down and reassure her but this did not work, JL smashed her head several times really hard against the side of the police van. JL was now screaming at me and I had to raise my voice to make JL understand and hear what I was saying. I quickly realised that by me shouting over JL it was not helping the situation in anyway. I thought back again to the Betari's box theory, my raised voice would only lead to JL raising hers and both of us being in a shouting match with one another was not going to achieve anything and it was my responsibility to break the cycle of attitude and behaviour. I soon realised that I was not able to get through to JL. She had blood running from the side of her head so I knew we had to get her to hospital quickly. I climbed into the back of the van so that I had eyes on JL and that she could see me so she did not feel alone. I carried on speaking to JL, trying to hide the panic in my voice and speaking to her in a reassuring tone and maintaining eye contact with JL. This calmed JL down and all she kept doing was apologising for her actions. This was evidence of the power of tactical communications, which enabled me to control JL's behaviour.

In conflict situations officers should give acknowledgment to the Betari's box theory and incorporate it in their decision making process using the NDM. The cycle of reactions and behaviours of the officer and subject should be considered when assessing the situation, the threat level, risk of harm and potential benefits. On reflection of this incident it showed me that despite tactical communications being such an amazing and powerful too, there are sometimes circumstances where force is necessary to maintain the safety of all those involved. It requires situational awareness; the ability to perceive and process potential threats in the environment and make a dynamic risk assessment to be assertive and take control of the situation. Reflecting back on my actions, I felt like at times I had not been assertive enough which lead to JL continuing to act in that manner and in hindsight I should have been more firm with JL letting her know it wasn't acceptable to continue shouting and screaming at myself and remember this example when moving forward.

As I mentioned before conflict and resistance is to be expected sometimes. It is how I handle these situations that are important, initiating my tactical communicational skills to try and prevent or minimise any force. This reflects back to the Betari's box theory, that I need to be aware of my attitude and behaviour when approaching a subject as this will in turn affect their behaviour towards me and try not to get caught up in their bad behaviour but rather break the cycle. I made sure my use of force was lawful by making sure it was absolutely necessary and proportionate to the threat. Also making sure that it was ethical and abiding by the Human Rights Act, minimising as much damage and injury as I could. I had a duty of care to ensure that JL received the appropriate help and care which is why we transported her immediately to hospital. IK did not wish to provide a statement so no further action was taken in relation to this incident.

Words - 2504

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 discuss the benefits of victim contact and support and the responsibilities that the police have to adhere too regarding this, using a first hand example to demonstrate this. I will reflect on an incident where victim contact and safety was the main priority using Gibbs' model of reflection 1988. I will refer to the victim as SJ and the perpetrator as NT.

The Victim Codes of Practice is a fairly recent strategy by the Government to transform the Criminal Justice System by putting victims first. It applies to all Criminal Justice Agencies across England and Wales, including the police and Crown Prosecution Services (Ministry of Justice, 2015). The code was established by the Domestic Violence, Crime and Victims Act 2004 but came into effect in 2006 (Victim support, undated). The code lays out for these organisations, the services they must provide to victims of crime, setting a minimum standard and time frame for which it needs to be accomplished. The way police interact and treat victims of crime has a significant impact on public perception and having transparent communication between both parties not only reassures victims and witnesses but also can effectively develop and progress cases.

Each victim has different needs which can be broad, dynamic and influenced by a complex range of factors (Dunn, 2007) so therefore victims of crimes cannot all be treated in the same way. Every victim deserves to be treated in a respectful and tailored manner without any discrimination. They all should have the same opportunity to receive the help available but different victims require different support and contact. It is important to remember the

significant impact and effect of an incident on the victims. It can be easy to forget this when officers deal with similar sorts of incidents daily but need to remember this is often the victims worst day of their life. All victims of crime support agencies and organisations including the Police have a collective aim to help victims cope with the immediate impact of the crime they are involved in and also to recover from the harm they have experienced (Ministry of Justice, 2012).

Using this specific incident as an example, SJ and NT were married for several years and had two children together. However in the past year the relationship broke down and they separated but NT found out that SJ had an affair in August 2020. From that moment until the point that SJ called the police, NT had been verbally abusive and aggressive towards her. SJ wasn't able to escape the abuse as they shared custody of the children so would often see NT when he would drop them off or she would pick them up. SJ had never contacted the police before that point, as she did not want to involve anyone else. It wasn't until NT started being verbally abusive and aggressive in front of the children and their eldest son started copying his fathers bad behaviour that SJ knew this couldn't carry on any longer and things needed to change. SJ was at breaking point so it was crucial that I provided the support SJ needed straight away and acted quickly.

SJ came into the station to give her statement. It is extremely important that the victim or witness understands what may happen as a result of giving their statement and understands that by giving their statement means they're accepting and willing to potentially go to court in relation to the matter. Not only this, it is essential that they understand that they are entitled to a numerous variety of help and support throughout the whole process and even afterwards as well. The majority of the people I've encountered so far have never given a statement or had any dealings with the police before so building a rapport with the victim and witnesses is vital to leaving them with a good impression and perception of police officers. It is not uncommon to know about the stigma that is associated with people who contact the police (Watson and Angell, 2014) and approaching police can seem very daunting and intimidating to some people and others are reluctant to be a source of any information. That is why it is crucial that when victims do step forward they get the support they need to help them cope with the whole process.

Whilst I was talking to SJ it was important for me to establish whether she was vulnerable or intimidated. South Wales Police define a person as vulnerable if, "as a result of their situation or circumstances, they are unable to take care of or protect themselves from harm or exploitation" (College of Policing, 2020a). There are certain measures that the police and other agencies can put in place to ensure the safety of the victim if this is to be the case. It is also important for the victim to identify if they are intimidated at all as it could affect the quality of their testimony in court or even refusal to attend court later down the line, which can be prevented if the appropriate measures are put in place for them. Taking the time to properly explain all of the support available to the victim can really make the difference. In addition to the statement SJ made, I also asked her whether she would like to make a victim personal statement (VPS) in addition to this. A VPS allows a victim to provide extra information and explain in their own words how a crime has affected them physically, emotionally and financially and what support may be needed (Prof. Bryant & Bryant, 2020). A VPS holds bearing in court in regards to sentencing and applications for bail, which is why it was especially important for me to obtain this from SJ given the circumstances.

Due to the domestic nature of the incident I also completed a public protection notification (PPN) document for SJ. This comprises of a domestic abuse, stalking and harassment (DASH) risk assessment that is used to determine the level of risk of harm to the victim and summaries their vulnerabilities (College of Policing, 2020b). The PPN gets forwarded to the responsible public protection unit (PPU) who use the information to create an intelligence marker, which correlates to the level of risk for that individual victim. I also referred SJ to South Wales Victim Focus with her consent. They are a multiagency that provides specialist help and support to victims of crime and their families. SJ disclosed that she was already in touch with Women's Aid and her children had spoken to Social Services but I wanted to make sure that I had given her the opportunity to get extra support for herself and her children. Victims of the most serious crimes, persistently targeted victims and vulnerable or intimidated victims are likely to require enhanced services and support through the Criminal Justice System (Ministry of Justice, 2015). There are special measures that can be requested to the court so that the victims' best evidence can be given during the trial. For example, screens can be put around the witness box or evidence can be given by video link so that the victim doesn't have to face the suspect. In this case, after having special measures explained to her, SJ said she would not require any of these options. There are also services available to victims and witnesses who are required to give their testimony in court. They help them through the whole experience of going to court and giving evidence, making the process seem a little less daunting to them. They provide the opportunity for victims and witnesses to familiarise themselves with the courtroom, provide information on court procedures and be another friendly face that they can talk too.

The police use 'Victim Contact Codes' as the procedure for dealing with victim contact and updates and to document all communication. It is a very simple process to follow, which enables officers to easily keep both victims and witnesses involved in the incident, up to date with how the investigation is progressing and allows the focus of the investigation to be kept on them in line with the Victim Codes of Practice. The first victim code requires a 'Victim Needs Assessment' to be conducted to determine whether the victim requires the enhanced services and support as mentioned above. The second victim code determines the preferred means of contact and time frames for updates on the course of the investigation. Following on from my previous example, it shows just how important it is to establish these details. SJ told police officers that she could only be contacted on specific days and between certain times when she wasn't looking after her children as she didn't want them to overhear what was going on and also because she didn't want to be contacted whilst she was at work. Normally with a domestic incident because of the nature and seriousness of it, contact with the victim and action should be carried out immediately. However with this incident an Inspector had reviewed the case and decided that because SJ and NT lived separately there was no imminent threat to her. This allowed me to grant SJ's request to only make contact with her within the specified timescales. If I hadn't of been accommodating to SJ's wishes, it could have resulted in SJ not willing to provide a statement to the police.

One of the victim rights under the Codes of Practice is that they be kept informed about the progression of the investigation. This includes when the suspect has been arrested or charged with an offence, released on bail and any conditions which accompany that or if the suspect is remanded in custody or given a neighbourhood justice disposal (College of Policing, 2020c). SJ had disclosed in her statement about NT, two accounts of S4A public order, one account of malicious communications, an assault and a racially aggravated

public order offence. I informed SJ that because she disclosed an assault from NT, he would be getting arrested. SJ told myself that NT was currently looking after their children and were staying at his house that night. I was able to arrange with SJ that she would meet us in the early hours of the morning at NT's house so that she would take the children once NT had been arrested.

Keeping victims informed can sometimes prove to be difficult for response police officers due to the shift pattern we work, which means that establishing continuity for the victim cannot always be achieved. This is why victim codes are so extremely important as it enables other officers to easily maintain communication with the victim if necessary. I informed SJ that as I was going onto night shifts before my next days off another officer would be in contact with her to update her on the case. I made sure that I had left a note on the NICHE occurrence informing the next officer who was taking over the case that they would be required to contact SJ updating her on the progression of the case and NT's bail conditions following his arrest.

I haven't dealt with any incidents where there was cultural or language issues as of yet. The only ethnicity issue that featured in this incident was the hate crime element to the crime committed. The person who SJ had an affair with was of Indian ethnicity and NT made comment on his race, using derogative terms. I followed the hate crime protocol, updating the details on NICHE to reflect the hate crime element of the offence and informed the relevant hate crime officer. It is extremely important to document all aspects of the hate crime even if the victim sees it as trivial as it can lead to the prosecution applying to the court for an extended sentence for the defendant.

On reflection on how I dealt with SJ and fulfilling my responsibilities to her as a victim of crime in line with the Codes of Practise, I personally think that I did everything I could have at the time to make SJ feel more at ease, reassure her that I was there to help her and provide her with the support that she needed. I helped SJ make a statement and a VPS, I offered her the chance to apply for special measures to which she declined, I informed SJ about NT's arrest and referred her to victim support services, all of which is defined as the victims right under the Victim Codes of Practise. I not only wanted to make sure that SJ had the support she needed but that her children did too. SJ informed me after she finished making her statement that she felt like a weight had been lifted off of her shoulders. I felt content knowing that by just taking the time to listen to what SJ had to say after she had spent months holding onto the burden, I had helped her.

In 2015 the victim satisfaction rate for South Wales Police was 88.3% (HMIC, 2015). Victims who have a positive experience throughout the criminal justice process can have a significant impact not only on the victim but on public perception also. I used one example to demonstrate a time where I'd shown victim contact and support to be at the forefront of the investigation however this is true for the majority of incidents I deal with. It is important to constantly remind myself of the victim codes of practise to ensure that I provide the best service to victims and make them feel safe and supported. Making the effort to reassure victims and witnesses and showing them we are there to help not only benefits them but also breaks down the preconceptions about the police, improving public-police relations.

Word count - 2312

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 explain an incident where I had carefully weighed up my options available to me including the use of discretion using the National Decision Making (NDM) model. I will also outline my responsibilities regarding the Criminal Procedure and Investigations Act (CPIA) 1996 and describe the potential impact of bias on my decision making process. I will refer to the offender as AB throughout this essay and will reflect on the incident using Borton's reflective tool.

Whilst the law is viewed as black and white by many, when dealing with incidents it is rarely that straightforward. Lord Scarman in his 1981 report investigating into the Brixton riots described discretion to be at the heart of policing. He stated that not only does successful policing depend on it; it is part of a police officers daily job role. In regards to response policing, discretion often involves choosing between different law enforcement options, especially when confronted with minor offences. It is a balancing act between law enforcement and the needs of society and what is best for the public interest.

However there has to be limit when using discretion as too much of it can promote discrimination. To the public the use of discretion can seem biased and that there are inconsistencies in applying the law. This is mainly due to the nature of discretion; how it comes down to the subjectivity of the officer dealing with that particular incident at that particular time. There are many other contributing factors that will influence the officer's decision which the public will not be privy too. The important difference between discriminatory and discretionary decisions is that discrimination is based upon prejudice,

whereas discretion is drawn from professional judgement. The majority of officers including myself allow the attitude and behaviour of an offender to factor into our decision-making also. However officers need to be aware of the negative way in which some people from ethnic minorities respond to the attitude test and need to respond to each encounter individually taking into account the specifics of the situation.

The NDM was introduced in 2012 and seeks to provide officers working on the front line with the policy basis and ethical underpinning for taking action or not. The model consists of a number of elements with the Code of Ethics being in the centre. As professionals, the police constantly have to make decisions in the present moment and in uncertain conditions so are encouraged to use the NDM as rationale for their decision making process (Mattock, 2021). When using the NDM to make decisions the mnemonic CIAPOAR can be used; the 'C' stands for the Code of Ethics; 'I' information and intelligence, 'A' assesses the threat and risk and develop a working strategy, 'P' powers and policy, 'O' options and contingencies, 'A' take action and 'R' review.

As part of the NDM assessment when dealing with an incident, it is important to establish whether discretion is appropriate. The main responsibility of police officers is to protect the public so has the most influence in the decision making process as we have a duty of care to keep the public safe. There are certain situations where discretion wouldn't be a suitable approach for example when dealing with domestic incidents. Even though police officers are able to utilise their discretion in certain circumstances, there is still a responsibility under the CPIA to appropriately record, retain and disclose information. The CPIA sets out guidelines for officers and outlines their responsibilities within the act. Officers must take this into consideration when contemplating their use of discretion; they are allowed a degree of flexibility whilst dealing with an incident but are still bound by the CPIA to carry out their duties lawfully.

One night shift I was on mobile patrol with my tutor when we were called to assist fellow officers in a pursuit of 3 males. It was the early hours of the morning and dark outside. The information that we received was that the males had run into the park, so we conducted a search of the area and were able to detain one of the males involved, this was AB. Almost immediately, I started to assess the situation in front of me using the NDM. Questions were racing around my head about gathering information, who is the male? Does he have anything on him that could potentially harm me? Why had he run away from police officers? I was also determining the threat posed to my colleagues and myself. Where were there any safety issues? Is the suspect a repeat offender? I decided that I was going to place the male in handcuffs as he had previously tried to escape from officers and I did not want it happening again. I obtained AB's details and informed him that he was going to be searched. I was also aware of AB's age, he was under the age of 18 so I knew I had a responsibility to safeguard and promote his welfare especially as he is classed as a vulnerable person.

It is best practise to have a male officer search a male and vice versa for female so AB was searched by my male colleague under Section 1 of the Police and Criminal Evidence Act (PACE) 1984. This piece of legislation gives police officers the power to stop and search any person if the officer has reasonable grounds to suspect that the person may be in possession of any stolen or prohibited articles (Prof. Bryant & Bryant, 2020b). When a person is searched, the officer conducting the search must provide the detainee with certain information, which can be remembered by the mnemonic GOWISELY. The 'G'

stands for the grounds for the arrest and 'O' the object or purpose of the search. There were reasonable grounds to suspect that AB was hiding something as his behaviour was very cagey and also the fact that he had ran off from other police officers. AB was informed that the grounds for the search were for that reason and that the object of the search was to find any potential stolen or prohibited articles that he should not have on him in order to tackle and reduce crime. The 'W' stands for warrant card which needs to be shown to the detainee but it wasn't applicable in this incident as it is only relevant when the police officer conducting the search is not in uniform. The 'I' and 'S' stand for the identity of the officer performing the search and the station to which they are attached too. My colleague informed AB of this information. The 'E' stands for the entitlement to a copy of the search record and 'L'; the legal power used which in this case was S1 PACE. Lastly, the 'Y' stands for the phrase 'you are detained for the purposes of a search' which my colleague informed AB at the beginning. Failing to provide the GOWISELY information prior to a search will deem the search unlawful.

After conducting a search of a person the officer must make a record of the search as set out in Code A of the PACE codes of practise. This code governs the use of searching prior to arrest, including the necessity for appropriate grounds for a search to be conducted, the protocol officers should follow and the time frame for recording the search (Prof. Bryant & Bryant, 2020b). AB's details were obtained before the search, and an electronic record of the search was created on NICHE. South Wales Police also require officers to record the search on their body worn video and upload it onto evidence.com, which we complied with and information retained in lines with the CPIA.

Whilst my colleague was conducting the search, he found a small amount of cannabis in AB's possession. I referred back to the NDM to assess what powers and policies I had available to me to deal with the situation. I tried to establish whether there was any lawful excuse for the possession of the cannabis as there are some exemptions that permit the lawful possession of a controlled drug such as patients who have been prescribed them by a doctor however this wasn't the case for AB. Many officers use their discretion when individuals are found with a small amount of cannabis on them, issuing the offender with a verbal warning and confiscating the drug from them and I was considering this in relation to AB. I conducted a person check on AB on the police national computer (PNC). It is a computer system for England and Wales that is used to record convictions, cautions, reprimands and warnings in connection with any incident of an offence so I ran a check on AB to see if it flagged anything up. It revealed that AB had previous encounters with the police in regards to possession of cannabis so I did not think it was appropriate in this incident to just give AB a verbal warning.

I therefore had to consider what other options I had at my disposal. I considered issuing AB with a cannabis warning. It is a non-statutory disposal, which is an alternative way of dealing with the offence as opposed to prosecution. It is an informal warning issued to individuals as a proportionate response to dealing with people caught with a small amount of cannabis in their possession. It can only be issued when there are no aggravating factors; the offender is complaint and admits to the offence (Prof. Bryant & Bryant, 2020c). This option was therefore favourable, as a cannabis warning does not amount to a criminal record, which I did not want for AB at only 17 years of age. However a cannabis warning cannot be issued to a person under the age of 18 and despite this, on PNC it showed that AB had already been issued a cannabis warning previously. This meant that AB would not

have been able to receive a cannabis warning anyway despite his age as offenders can only be issued with it just the once.

I referred back to the NDM to consider what other options I had available to me. There was an alternative way of dealing with the incident by a process known as restorative justice. It is a form of out of court disposal that allows police officers to deal with minor crimes and incidents at the scene with a 'community resolution'. It is a method that is preferred by the Government especially when dealing with young people in the first instance as it prevents criminalisation and its negative future consequences that come along with that (Home Office, 2014). It would give AB the opportunity to admit to the offence and to take responsibility for what he had done and in return would be given a formal caution. This therefore was another favourable option to me however on checking PNC, it revealed that AB had already taken part of a restorative justice process for possession of cannabis and it can only be used once per offence. Restorative justice was therefore also ruled out.

I was then only left with one course of action, which was to arrest AB. I utilised my powers of arrest under Section 24 PACE 1984 governed by Code G of the Code of Practice. For my arrest to be lawful two elements needed to be satisfied; that AB had attempted to be involved or is suspected of involvement in the commission of a criminal offence, and that there are reasonable grounds for believing that AB's arrest is necessary. I had reasonable grounds to suspect that AB was in possession of a class B drug contrary to Section 5(2) of the Misuse of Drugs Act 1971 as it could be assumed that he had ownership of the drug as it was found in his jacket pocket. Also the arrest was deemed as necessary as it was to allow for a prompt and effective investigation and to secure evidence. Throughout the whole of the incident I constantly had the police Code of Ethics in the back of mind. It is comprised of the standards of professional behaviour and policing principles which the NDM is centred around and I made sure that I was acting in accordance with them.

I then conveyed AB to custody. On arrival I spoke to the custody sergeant who questioned me as to why I had arrested AB for just being in possession of a small amount of cannabis especially as he was only 17 years old. After I explained my rationale and how I had considered all other options before deciding to arrest, the custody sergeant agreed with me that I had in fact done the right thing. This just showed to me how important it is to use and consider the NDM when dealing with any situation and to constantly re-assess the circumstances.

On reflection of the incident, what I think I had done well was identify all the potential ways in which I could deal with the situation and I critically assessed each one without jumping straight to arrest. I did think about the implications of arresting AB but as he has had two formal warnings prior to this incident, not including any potential verbal warnings he may have received either, AB clearly was not taking any notice of them. Some people may not have agreed with the course of action I took but I was able to justify my decision. I know that as response police officer, I am going to have to make difficult decisions but just need to remember to stay dynamic in my decision making process and risk assessing and treat each situation separately and based on its own circumstances.

Words - 2294

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
My understanding and speaking of the Welsh language	By completing my Welsh Level 2 course which will allow me to better understand the basics of the Welsh language and enable me to hold conversations with people who would prefer to converse in Welsh.	The instructor of the course and my fellow Welsh speaking colleagues and friends.	12 months
Being the lead officer when dealing with incidents	By working with other officers and watching and learning from them on how they deal with situations. Also having a debriefing once the incident is dealt with so I can understand what went well and areas for improvement so I could lead moving forward.	My work colleagues but mainly my tutor during the 12-week tutorship period.	6 - 8 weeks
Statement writing	By continuing to write and take statements as the more practise I get, the better they will become. I need to	My work colleagues will be able to assist.	3 – 6 months

	make sure that I include everything that I need too within the statement, covering the points to prove and clearly getting across the offence. I need to reflect the incident clearly including all the relevant information.		
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Bibliography

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

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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: Madison Clarke (Learner, Electronic signature or type name)

Date: 10th March 2021