

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

**Workbook title: Competency Based Workbook 1
(DHEP) 6,500 words**

(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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

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.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will discuss and compare the strategies used within my initial 6 months training, which have been essential to minimise my stress as well as ensuring that I was still able to work efficiently. As I joined straight from university and had no previous experience of working full time, I found initial training challenging to adapt to, however, I focused on developing a timetable that designated time to the things I enjoyed doing, which in turn kept my motivation in work.

Firstly, during my time in initial training, I used the gym as a way of minimising my stress. The gym is somewhere I found beneficial to rely on throughout my studies in the past and I have brought this with me to my working life. The gym helped me to gather my thoughts and process them when I was studying topics that were mentally challenging for me. This effect has been discussed in studies (Tankha and Singh, 2014). Moreover, the gym helped me to unwind from both my working day and the stress of exams that I had to address during my initial training. In turn, I found that after going to the gym I felt refreshed and re-energised when returning to work the next day. However, despite the benefits that came with going to the gym, it was also very time consuming, which at times proved difficult to balance alongside my revision as exams grew closer. Although, the gym is a time-consuming hobby, (Tankha and Singh, 2014), studies show that serotonin levels are increased when exercising, which I believe was very beneficial to minimising my stress during training.

Another strategy that I focused on throughout my initial training was to ensure that I spent time with family and friends. I found that the time I spent around those closest to me helped me to separate my working life from my personal life at an early stage, which was imperative to minimising my stress outside of work. Studies show that jobs within a high-pressure environment should be kept separate to those worker's personal lives, most importantly in relation to the potential impact on an individual's mental health (Majka, 2024). I found that the topics I was learning about for 5 days a week were mentally challenging, especially in view of my not having been exposed to things like this beforehand. On the other hand, I would argue that it can be difficult at times to see those closest to you, when you are unable to explain what you are going through at the time, as they would not understand the weight that you feel is on your shoulders. Studies show that giving your brain and body time to repair after stress is essential in making progress (Sapolsky, 2024), I found that seeing friends or family would help me to mentally unwind and I could see the positive effect of this in work.

Similarly to the gym, I relied on my pet during training as I found that walking my dog helped to minimise my stress a lot. This strategy, similarly, to the gym, was also very time consuming, however, it was beneficial to both my physical and mental health (Harvard Health Publishing, 2020). During training great emphasis was placed on the importance of both physical and mental health. I found that the effect that these walks had on myself were important, as they helped to clear my mind of work for a short time, which in turn resulted in me being able to focus clearly when in work. This is essential due to the demand that comes with the line of work that I had committed to.

Alongside the general stress of joining a new job and the exams that came with it, I was also stressed regarding my fitness tests, as prior to applying for the position I had lost a substantial amount of weight and took part in couch to 5k in order to improve my cardiovascular fitness. I found myself worried that my fitness would decline as I no longer had as much free time to continue the level of exercise that I had been able to commit to prior to my application (Brown, 1991). The walks helped to challenge myself and to maintain my cardiovascular fitness at the required level, (Lindholm, et al., 2016) studies show that cardiovascular fitness can be decreased quickly, however, as with other forms of exercise, you build a muscle memory to it, therefore I found that although I was only going for walks or jogs with my dog, the stamina levels that I had built prior to joining the job had not decreased as I had expected, due to me continuing to exercise in different ways.

Overall, although I used multiple strategies to minimise my stress and develop resilience throughout my time at initial training, the most effective strategy which I found enabled me to do all of the above, was managing my time effectively (Emmett, 2009). By managing my time effectively, I created a timetable during initial training, which meant that I was able to focus on my work and revision, but also had dedicated time for the things which enabled me to minimise my stress and develop my resilience in this line of work. Studies emphasise how important it is to manage time effectively in order to not only produce higher quality of work, but to also ensure that your body is getting the correct rest that it needs (Emmett, 2009). An example of this, is ensuring I had planned my days with sufficient sleep for my focus and ability for the day ahead. I found that without time management, the other ways in which I minimised my stress would not have been possible, because I would have struggled to prioritize them outside of my working hours due to factors such as tiredness and stress from the working day. Although managing time through a strict timetable is something which may not always be possible to adhere to, I found that during my training it worked well and enabled me to remain focused during work and revision hours whilst also allowing time for me to do the things I enjoy as stated above, which in turn improved my dedication to work and the quality of the work which I was able to produce. In future, I would alter the time I dedicated to my work as well as coping strategies because I am now aware of how tiring the job and shift patterns are.

Word Count: 1088.

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.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will be discussing an incident involving conflict in my tutorship, in which I had played a significant role with an offender. I will be critically assessing the incident which took place and discussing any issues I faced during this incident, an example of this is cultural issues. This essay will discuss the effective communication which was used throughout the incident, and I will be using the 'Drama Triangle' model (McMahon, 2005). I will also reflect on the incident and discuss causes of conflict within policing.

I will be discussing an incident which took place in my tutorship. In the early hours of the morning, I was called to attend a report of two males arguing outside of a premises. On arrival, one of the males had left the area, however, the remaining male was extremely aggressive. I spoke with the male and attempted to diffuse the situation; however, this had no effect on him at the time, the different effects of communication styles on individuals has been discussed in sources in the past (Campbell and Graziano, 2001). From information gained after speaking with security of the premises, it appeared that both males were arguing, however, neither of them had attempted to assault the other, therefore, at this time we did not have an arrestable offence for the remaining male at the scene. I continued to speak with the male still at the scene in order to diffuse the situation, he eventually calmed down and left to go to a different venue.

Due to the potential risk of the male being left unattended following the call we had attended (Braithwaite and Wilson, 1995), as well as the outstanding male being somewhere within the vicinity, my colleague and I felt that we should remain static in that area in case there were any further issues to occur. A short time after, an assault was reported in the venue, which the male had entered, however, this was a completely unrelated offence to the original call we had received. Whilst I was taking a statement from the victim of the current assault, I heard shouting and looked across to see the male from earlier that night,

who was bleeding from his face. I had finished my statement and advised the victim of the next steps moving forward (Maguire, 1991), I then attended the male who we had previously dealt with. Further colleagues arrived as this male had potential to become aggressive due to the behaviour which he had showed towards officers previously this night.

On arrival, I spoke with my tutor and colleagues who made me aware that whilst being in this premises, the male had been assaulted by another male within the premises causing severe injury to his face. The male was extremely aggressive and began to remove his clothing, stating that he wanted to fight the male who had done this to him. Officers had told him that he was the victim of this offence, however, if he was to attempt to do such thing, then he would also have to be arrested (Campbell and Graziano, 2001). Officers then exited the premises with the suspect handcuffed, when the victim saw the suspect, he became enraged and attempted to climb over the wall to get to him, therefore, officers had to hold him back to prevent any further offences being committed (Bayley and Garofalo, 1989).

The victim remained in an aggressive state despite my attempts to calm him using numerous styles of communication methods (Campbell and Graziano, 2001), I had attempted to calm him by speaking clearly to him and explaining that taking action himself against the suspect, would result in his arrest and would not serve any justice moving forward. The victim continued to argue that he did not want police involvement and that he wanted the male released as he would deal with the situation of his own accord. The victim was aggressive towards myself and other officers and made numerous threats, at this point, I felt that it was necessary to arrest him for a breach of the peace due to his erratic behaviour and attending officers agreed (Ozin and Norton, 2019).

Furthermore, once the male was aware of his arrest his demeanour calmed considerably and he became very remorseful for his attitude towards officers, explaining that his emotions were heightened due to the severe assault against him within the premises. Through myself and attending officer's use of discretion, it was decided that the male could be de arrested and taken back to his home as he did not appear to pose any threat of re entering the city centre or escalating his behaviour (Brown, 1981). As well as this, the male was the victim of a serious assault and officers could understand that despite the behaviour which caused him to be initially arrested (Dinisman and Moroz, 2017), his behaviour following this satisfied officers that he did not need to be taken into custody. The male was conveyed back to his home address by a police vehicle, and he was made aware that he had been de arrested.

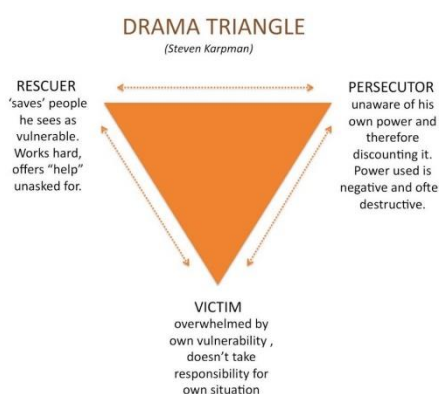
Throughout the incident, I believed that my communication was effective, as the male would converse with me, whereas other communication styles had little to no effect on him (Lira, 2020). However, the male's mannerism was extremely difficult to change when his emotions were heightened, this is something that I have seen numerous times since starting my role. I have found this a more frequent issue and believe this has potential to be linked to intoxication (Curtin and Fairchild, 2003). Studies show that alcohol has a substantial effect on the brain, specifically the chemicals produced in the brain, therefore, in incidents such as this, it can be more difficult to diffuse a situation or talk people down from their heightened anger or sadness (Sullivan, et al., 2010).

Moreover, studies show that in more recent years the drinking culture has continued to increase, within this culture fighting has a substantial place (BBC News, 2023). During this incident, the victim appeared to have been particularly angry at the suspect, not for the

assault itself, but because he did not have the opportunity to retaliate, as a way to 'save face' (McElreath, 2003). Despite this being an issue within our current society, officers were able to stop the victim from acting on these urges, therefore, preventing a further crime from occurring, which is part of our duties as police officers. However, it may be argued that regardless as to how effective our communication techniques are to diffuse situations similar to this, the risk will remain high unless this issue amongst society is tackled (McElreath, 2003).

In reflection of the incident, I will be using the drama triangle model (McMahon, 2005). The drama triangle model is a model based on social interaction, focused on the main three elements, which can have a detrimental impact on conflict between people. The three elements to this model are the rescuer, an example of this is the attending police officer as they will be helping those in need of it. The second element is the persecutor, otherwise known as the suspect, these actions will cause negative effect against the third element, which is the victim, often seen as vulnerable in their situation (McMahon, 2005). Interestingly, this model explains that in some situations the roles can change during the course of an interaction, which I will discuss in further detail. As explained previously, the male who was assaulted had initially been brought to our attention as a potential persecutor, however, this was stopped before he was able to fulfil this role behaviour (Ozin and Norton, 2019). Later in the night, the same male then became the victim, this is interesting as it may be argued that the victim would be more likely to become the persecutor, however, in this incident, this was not the case.

Sources have demonstrated the drama triangle as shown below, I believe that viewing the model in this form makes it easier to understand how closely intertwined each element of this model are, thus adding to the theory that the roles can be changed at any point throughout an interaction.



(Lockwood, 2020)

During this incident, it is clear that police officer's role was the 'rescuer', however, on reflection, it is interesting to note that due to the victim's aggression, he was arrested at the scene in order to prevent a further offence (Ozin and Norton, 2019). Although this was not seen through and the victim was taken home when he had calmed his manner, it could be argued that although the police played the role of the 'rescuer', the victim may not have seen them as offering help at the time, as the way in which we dealt with the situation, conflicts with how the victim himself would have chosen to (McElreath, 2003). This highlights social issues, as mentioned previously, on fighting culture, because although the police dealt with

the incident by following legislation and justified action, the victim actively voiced that he did not want the 'persecutor' arrested and would prefer to fight as a way of proving himself in front of the general public (McElreath, 2003).

The drama triangle model makes a point that due to other societal issues, the elements within this model make it seem that the situation has not been addressed fully (McMahon, 2005), in reflection, I think that that the victim did not feel the incident was addressed due to the way they would have dealt with the situation personally, however, the incident had been dealt with appropriately and in accordance with police governing legislation.

Overall, this incident demonstrated to myself, the major impact that alcohol can have on conflict. The drama triangle evidences the complexities of conflict (McMahon, 2005), with alcohol factored into this, the situation only gains in complexity (Curtin and Fairchild, 2003). Throughout the incident, there were many officers present, which I believe helped us to reach the best decision, due to there being a range of experience and personalities between the officer's present, who all brought different viewpoints and considerations in, whilst dealing with the victim and suspect. It can be difficult in situations of conflict to try and de-escalate the heightened emotions between both the victim and suspect, during this incident, I found it particularly challenging due to how busy the area was. Members of the public wanted to know what had happened and this only escalated the victim's behaviour in particular (Campbell and Graziano, 2001). During this incident, I felt that if perhaps the male had been sent from the area earlier in the night, then perhaps the assault would not have taken place, however, the decision to allow him to remain was based on him calming in his mannerism and having not committed any offence, which we could have taken action on at the time (Ozin and Norton, 2019). I believe that with incidents which are quite hectic, I always leave them feeling like I could have done more, which ties in with the drama triangle model as it discusses feelings of a situation not being addressed (McMahon, 2005). However, due to myself and colleagues waiting in the area, we were able to deal with the incident promptly and efficiently when it was presented to us and I feel that all actions taken by myself during this incident and the communication styles were justified and proportionate when taking into consideration the situation we were faced with (Campbell and Graziano, 2001). Although the drama triangle is a clear way of setting out an incident, it can also be argued that in some conflict interactions, there is a very fine line between the victim and the persecutor which can be difficult for officers to identify when there is still a potential of threat, risk, or harm.

WORD COUNT: 1970.

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 explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as legislation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system during the **investigative process**.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will be discussing an incident which I had investigated during my three-month tutorship on response. I will be critically exploring the incident and examining how I dealt with issues within the investigation, such as social issues and culture. In the past, the police have faced huge criticism regarding the way in which they have dealt with social issues, culture, and language (Lea, 2000). Historically, sources show that policing has been criticised for institutionalised racism, which has been heightened by investigations demonstrating how policing powers have been abused in the past (Lea, 2000). Due to the issues which have been seen in the past, there are many members of the public who find it difficult to trust the police (Jackson and Bradford, 2010). It is essential to deal with competing issues such as language barriers and understanding culture norms and beliefs in order for policing to not only work effectively, but for all victims and witnesses to feel that they are being supported throughout the investigative process (Maguire, 1991).

Very early on in my tutorship I was faced with an investigation into a theft, which also resulted in an assault and racially aggravated section 4a public order offence (Public Order Act 1986, S. 4a). When I was handed the incident, the suspect was already in custody for an unrelated offence. From briefly looking at the circumstances of the incident I was given, I knew it was essential to use the golden hour principles to ensure the suspect was held accountable for their actions whilst they were already on the custody clock (Pues, 2017).

On the date of the incident, the suspect had entered the premises in which the victim worked. The suspect went on to pick multiple items up throughout the premises and conceal them on himself. At this time, the victim was unaware of what was occurring. The suspect exited the store and at this point, the victim was made aware of the suspects actions. The victim

and their colleague exited the store using the same exit that the suspect had taken. Shortly after exiting the premises, the victim and their colleague found the suspect, who at this point, had removed the items they had stolen and was openly holding them. The victim had requested that the suspect hand the stolen items back and there would be no further action taken, however, instead of this, the suspect became verbally aggressive towards the victim (Hamilton, 2017). The victim then attempted to remove the stolen items from the suspects possession. The victim successfully obtained one of the items back, but suspect's behaviour then escalated (Liu et al, 2011), and the suspect assaulted the victim, during this altercation, the victim's colleague was a witness to it. Following the assault, the victim took opportunity to remove the further items from the suspect's possession. The suspect then began to walk away from the victim and his colleague and whilst doing so, the suspect began to make racially aggravated comments towards the victim and his colleague until the suspect was out of sight. The victim then rang the police to report the incident.

I checked what evidence was already collected and saw that there was CCTV, which covered the incident, however, due to the CCTV not having any audio, it was being treated as a theft and assault at that point in time (Maguire, 2012). I rang the victim to introduce myself as the Officer in case and to discuss what we needed to progress the investigation. It was essential for me to contact the victim at the earliest opportunity, to ensure they felt supported and that they knew their report was being investigated promptly (Dinisman and Moroz, 2017). Following this, I updated the OEL to keep the investigation clear to those who needed to look at it. During the phone call, the victim made me aware that he was currently off work, but they would be willing to provide a statement over the phone. As I took the statement, the victim made me aware that shortly after the assault, the suspect has made racial comments towards the victim, which they believed were based on their appearance (Malik, 1999). When I had completed my statement, I asked the victim if any witnesses were present at the time to strengthen the evidence we had of the racially aggravated public order, to which they told me their colleague had witnessed it.

I then spoke with the colleague who confirmed that they had been present at the time and had heard the comments made. I took a statement from the colleague and updated the log to ensure all my work was clear and concise to those who needed to look at the progress of my investigation (Maguire, 2012). Following this, based on the CCTV evidence and both statements obtained, which evidenced the racially aggravated public order, I went to custody to further arrest the suspect for the three offences (Pues, 2017). Throughout the investigation, I paid attention to the victims needs for support, as they were not particularly familiar with the criminal justice process, and I wanted to ensure that they understood what was happening (Dinisman and Moroz, 2017).

I built my case file for the offences promptly with my tutor and we awaited the suspects court hearing, which was not a long wait as there was already a prearranged trial for this individual. On the day of the suspects court hearing, they were convicted for the theft and the court adjourned in order to make a decision regarding a racially aggravated assault. At this point, I felt challenged, as the offences for which I had further arrested the suspect had been changed in court, this was something I was not familiar with. I had arrested the suspect for the theft but decided to arrest for the assault separately to a racially aggravated section 4a public order, due to my understanding of the legislation (Malik, 1999), I believed that because the racially aggravated comments were made after the assault, there were two separate offences to arrest him for. However, the court decided that due to the short duration

between the assault and the comments being made, that the suspect could be tried for a racially aggravated assault (Malik, 1999).

Following the first hearing, I contacted the victim to update them, and they were grateful that I continued to keep them updated throughout the investigation (Dinisman and Moroz, 2017). I explained that the racially aggravated offence had been adjourned for a later date. The victim was pleased that my colleague and I had emphasised the racial aspect throughout our investigation, as they found in everyday life racial comments had almost become a normal and previously to this incident (Garland and Chakraborti, 2006), they would not have emphasised the racial element of the offence over the assault or theft. I believed this conversation with the victim highlighted social issues within our communities, as this behaviour should not be tolerated by anyone (Garland and Chakraborti, 2006). I explained to the victim that the court had changed the offence to a racially aggravated assault and that I would recontact them following the next court hearing.

When giving a statement both the victim and witnesses agreed to attending court. I had spoken with the victim and witness regarding special measures that would be available to them if that would help them to feel more comfortable in giving evidence against the suspect (Adkins and Lury, 2011), however, neither of them felt that this was necessary, as despite the nature of the offence they did not feel intimidated by court. Moreover, there were no issues with a language barrier during any interaction with the victim, however, when I had visited their abode in order to obtain a signature on their statement, there was a language barrier with the victim's family who spoke limited English (Schneider, 1998). I understood that the criminal justice process is not only intimidating for the victim or witness but also the families as they may not understand what it will entail (Dinisman and Moroz, 2017), therefore, I ensured that the victim understood the process in order to explain to their family, they did not require an interpreter to explain this to them, as they felt more comfortable if I explained it to the victim who could translate it to his family.

During this investigation I offered support consistently to the victim, which they did not feel was necessary. The offer of support is something which I felt was imperative to offer consistently throughout the investigation (Dinisman and Moroz, 2017). During this investigation, we faced difficult decisions regarding the safeguarding of the victim due to their job being heavily involved with public interaction (Dearing, 2016). The victim had explained that racial comments, as mentioned previously, were an issue that they regularly faced in work, and they had become normalised to this.

Due to the circumstances of the incident and the types of offences that had occurred, I did not believe that the suspect should be released, as there was a risk of re-offending against the victim. The victim had explained to me that the suspect regularly attended the premises in which they worked and stolen, therefore he was banned from the premises. The suspect continued to enter the premises and their behaviour had escalated (Liu, et al., 2011). The suspect was remanded in custody awaiting his court trial (Dixon, et al., 1990). My colleague and I began our case file for the offences which he had committed. Remanding the suspect was justifiable and proportionate to ensure no further crimes were committed during the investigation. This was a big decision due to Article 5 ECHR right to liberty (Guild and Lesieur, 1998), however, this essay has demonstrated why this was necessary.

In conclusion, during the investigation of this incident, it was essential to me to ensure that the victim felt supported and that I was accommodating any needs that the victim had throughout the process (Dinisman and Moroz, 2017). I did not face any severe issues with communication barriers but ensured that they were dealt with in a way which the victim felt comfortable with (Schneider,1998). This investigation, especially with being so early on in my tutorship highlighted social issues, which were more prevalent than I had realised prior to joining this job. This has helped my understanding of the level of competing issues that we as police face in our day-to-day roles and I will continue to focus my efforts on dealing with these issues as effectively as I can, to help victims and witnesses to feel safe and supported having reported crimes against them. This investigation highlighted the importance of victim support, in future, I will ensure this is imperative within my investigations.

WORD COUNT: 1793.

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** which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a **police investigation** where you played a significant part with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review how this impacted upon your decision making and use of discretion within the **investigation**.

Critically review your responsibilities regarding the provision of CPIA when conducting this **investigation**.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will be discussing incident during my tutorship in which I took a significant role with an offender. I will be critically reviewing my responsibilities during the investigation, regarding the provision of CPIA when conducting an investigation (Epp, 2001), as well as reflecting upon my use of the code of ethics and National decision-making model during the investigation and the impact that these had on my decision making throughout (Roach, 2023).

The National Decision-making Model is used consistently in everyday policing and was emphasised to me throughout my initial training, as it enables officers to face an incident and deal with it in the most effective way, whilst ensuring that your actions are justifiable, proportionate, and so on (Roach, 2023). Within policing, the use of discretion is important, as whilst it is our job to ensure that offenders are appropriately dealt with, in some situations, it may not be within the public's interest to take further action against this individual. An example of this may be a first-time youth offender, where an officer may believe it is more appropriate to give them words of advice in the first instance rather than criminalise them (Brown, 1981).

During my tutorship I was made OIC for an investigation of Criminal Damage. There had been a report of a male on a busy street, who was sat on the floor and appeared to be acting strangely in the eyes of the public. On arrival of officers, the male did not initially respond to any communication made by officers and continued to sit on the floor (Campbell and Graziano, 2001). The male then stood up and began to rock back and forth and became vocal towards the officers, however, they were not able to understand what the male was

saying to them, and he appeared to be suffering from a mental health related illness based on his communication and actions (Silver, et al., 2008). The male then sat back down and at this point, the officers can be seen on body worn video using the national decision-making model to evaluate whether a section 136 may be necessary in order to ensure the male's wellbeing (Borschmann et al., 2010). During the officer's conversation, the male stands up and walks over to a signpost on the pavement and begins to aggressively rock it back and forth, his intention seemed to be to damage the signpost so attending officers attempted to communicate with the male, who then seemed to calm back down (Campbell and Graziano, 2001). While the officers continued their decision making, the male stood back up and ran at a taxi, which was parked in the local taxi rank and jumped onto the windshield multiple times causing it to smash. Officers had to restrain him and subsequently arrest him for criminal damage (Herring, 2009).

When I looked over the bodyworn video of the incident in order to investigate it further, it was clear to me that the male was suffering with his mental health. This was not only through his actions, but also things that he had said throughout the altercation, I believed it was essential to factor this into my investigation as mental health is such a large issue in society, which is often overlooked by many (Silver, et al., 2008). I had obtained CCTV as well as the Bodyworn video of all officers for evidence, which I could use during my interview with the male. As this had happened in the early hours of the morning, I had sufficient time on the custody clock to use the National decision-making model to plan my interview strategy and decide on what my ideal outcome of this investigation would be (Roach, 2023). I was aware of my responsibilities during the investigation regarding the criminal procedure and investigations act 1961 and that all evidence I collected must be recorded, retained, and revealed to prosecution later in the investigation (Epp, 2001), if this is the route that was deemed necessary for the offender.

I was aware that the male was a first-time offender. This is something which I believe held a strong bearing on my NDM, because the outcome of this investigation could have a substantial effect on this male's future, especially as a criminal conviction could have a detrimental effect on his line of work (Bagaric and Alexander, 2014). I thought about whether this offender being prosecuted would be in the public's interest and although he had committed criminal damage (Daw, 1989), the male was suffering from mental health at the time of the incident which is something I believe he needed help for and I would hold accountability when I say that the public would support his need for help over his need for prosecution (Daw, 1989). With the information I had for the offender, it did not reflect any risk of escalation or possible offences against the victim. I did not feel that he had any further risk if he received the appropriate support (Brown, 1981). Although a Section 136 mental health act had been considered at the time of the incident, as the male went on to commit an offence, I agree that an arrest was necessary at this time, however, considering policing powers, I believed that there were alternative routes that could be take for this male during the investigation (Slothower, 2014).

As I was preparing for my interview, I had thought of possible options which could be considered for the male. At this point, I believed a conditional caution would be an applicable option for him (Mitchell, et al., 2024). I went to interview the male; he made a full and frank admission to the offence in interview with his solicitor and expressed remorse for his actions, as well as explaining how desperate he was to receive help for his mental health. Following the interview (Martel, 2010), I had spoken with a custody sergeant regarding the idea of giving the male a conditional caution. The custody sergeant advised me that this would be

applicable regarding the circumstances, however, I would need to obtain receipts for the damages caused in order to do this (Mitchell, et al., 2024).

When I arrived back at my station, I completed a public protection notification report for the male for the correct agencies to contact him. During his interview, he had named numerous mental health related charities and organisations, which he was waiting to receive support from, so I believed that submitting the PPN was necessary for him (Ford, et al., 2020). Furthermore, I contacted the victim and updated them on the progression of the investigation (Dinisman and Moroz, 2017). The victim was satisfied with the suggestion of the male receiving a conditional caution, so I advised the victim that if they were able to fix the damages and forward the receipts and calculations for their loss of earnings, then I could progress the investigation further. The victim explained that they were awaiting parts to be delivered in order for the work to be completed on their vehicle. By the following week, the victim had sent me receipts for the cost of damage and loss of earnings, therefore, I could begin the form for a conditional caution (Mitchell, et al., 2024).

Overall, I believe that through my use of the national decision-making model during this investigation, the decisions I made were justifiable and proportionate considering the full circumstances of the offence (Roach, 2023). Although, it may be argued that the offender could have been dealt with in other ways, such as attending court for a possible conviction (Slothower, 2014), however, the damage amounted to a low cost and would have made it a summary offence. It could be argued that the police are able to charge a suspect to court in these circumstances. The possible punishment for a summary offence of criminal damage below £5000 is 6 months imprisonment and/or a fine (Herring, 2009) alongside this, however, I had made the decision that looking at the evidence as well as the suspect's remorse during interview, this option was not best suited to the offender. With consideration to mental health being an issue that is consistently seen throughout the policing world, I believed that the suspect would benefit further from the conditional caution, as this would work towards an approach of reparation rather than penalisation, thus giving the offender the opportunity to receive the help which he appeared to desperately need (Brown, 1981). This is an example of discretion, as although the offender received punishment for his actions, it was decided to lessen the course of action against him after considering all information available at the time.

As mentioned previously, throughout the investigation I had paid careful consideration to my responsibilities regarding the CPIA. All evidence and information gathered was recorded and retained throughout the investigation to ensure that if the suspect were to be charged to court, then the investigation was transparent for the prosecution (Epp, 2001). The case file build was difficult, as this was one of the first, I had worked on during my tutorship. I ensured that I spoke with my tutor regarding the use of redacting material throughout the case file, to ensure that although the information was transparent, there was nothing left on the case file which could cause a potential data breach later in the trial (Epp, 2001). Although I found the responsibility of ensuring my investigation complied with the CPIA a daunting idea, as I was so new to the job, I found this challenge very benefitting as I learnt a lot from this incident, which I am able to take forward into further investigations without the need for my tutor to check the same issues for me. Overall it grew my confidence in this area of investigations despite being challenging at first.

In conclusion, the role I took as part of this investigation, being officer in case, I found challenging, but I believe that I learnt substantially from it. Although there are areas which could be improved upon in future, an example of this is putting my grown confidence in case file building into practice in the future, when I no longer have a tutor, without the challenges faced in this incident, as well as countless other incidents which I have had a role in throughout my tutorship, I would not have made the progression that I have, which in turn has made me into a better police officer. I believe my use of discretion within this investigation was justified and proportionate to the offence (Brown, 1981), when looking at the full circumstances, as outlined throughout this essay. I would argue that this incident, and others, allowed me to take more control within the investigation, which in turn helped me to develop my policing style and understand who I am as a police officer for south Wales police. It highlighted the importance that the code of ethics (SouthWalesPolice, N.D) hold for myself personally with values such as courage and respect.

WORD COUNT: 1829.

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This compilation of this task shall be confirmed by the employer once independent patrol status is achieved.

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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