



Prifysgol Cymru
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Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Task 1	Wellbeing and Resilience	1500
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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	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:

R.S Lazarrus (1966) defines stress as a time when “Individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their well-being” (Stress management, n.d).

Throughout Police Constabulary training you are expected to meet deadlines, learn definitions of offences and realistically train for real-life problems which for many causes feelings of stress and anxiety.

In my own experience, I found I had to make a conscious effort to help manage my stress due to the workload from the initial six months of learning and to manage my workload.

Within this essay ‘coping’ is defined as “the conscious and unconscious efforts we put in to solve problems and reduce stress ” (Chowdhury, M. R., 2020). Additionally, resilience refers to ‘positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity (Herrman et al., 2011).

Resilience is often referred to as the term ‘bouncing back’, throughout the learning experience I found how crucial it is to have coping strategies to help build resilience to allow yourself to deal with difficult situations/feelings to bounce back.

This essay begins by discussing the coping strategies I have personally found effective, It will focus on aerobic and high-intensity exercise, emotional support from peers and in contrast, it explores the ideal of emotional distancing.

Firstly, using exercise I found was a great way of relieving stress after a day of learning in the classroom. I saw a difference in which exercise I would choose depending on the level of stress and the mood I have felt throughout that particular day.

I used both aerobic exercise such as dance classes and high-intensity training (weight training), I felt I would choose high intensity when feeling particularly stressed and anxious due to it being increasingly more difficult.

Many studies have been conducted looking at the relationship between exercise and stress levels, current research indicates being physically active helps to improve how your body responded to stress such as releasing dopamine and serotonin (Jackson, 2013).

Studies have been conducted looking at the relationship between depression and aerobic exercise and results suggest exercise plays a positive part in reducing levels of depression and feelings of stress. For example, a study looked at the treatment of four groups of people who suffered from depression in controlled trials of those taking part in-home workouts, supervised exercise, antidepressants or a placebo medication (Blumenthal et al., 1999). It concluded those individuals who took part in the exercise

were comparable to those using antidepressants, therefore, having a considerable effect on a person's mood and stress levels in a positive manner (Weir, 2011).

Within the conclusion of the study it is quoted, "exercise training may be considered an alternative to antidepressants....after 16 weeks of treatment exercise was equally effective in reducing depression among patients" (Blumenthal et al., 1999).

The findings highlighted how incredibly powerful exercise is, I relate to this as I found aerobic exercise by dancing increased my mood instantly as soon as the music started and the feeling afterwards a weight training session.

I found high-intensity training by using weight lifting was an effective way to help build resilience as through lifting weights you may fail, however, you bounce back and keep trying.

Furthermore, exercise is a great form of discipline and teaches resilience instead of giving up and helps communication skills as it can be a team sport.

Overall, I found a clear positive correlation between exercise, minimising feelings of stress and helping with building resilience which is revealed in the discussed study.

An issue I found throughout a busy training schedule and everyday life using exercise as a coping strategy on its own was not sustainable due to tiredness and time constraints. I could immediately identify a difference in my mood and feelings if I haven't been able to make it to the gym.

Due to this, I needed another strategy to cope with the continual stresses of upcoming exams and learning as I was finding it overwhelming, the prospect of starting a new job and completing exams.

I identified emotional support as a coping strategy - this can be described as support or help from other peers that an individual can feel, notice or accept (Wang et al., 2014).

I found it was vitally important to surround myself with individuals who understood what I was doing and knew I might need some extra support through the training period.

I felt an incredible need for emotional support around examinations time as I felt a great deal of pressure on myself.

According to an American Psychological Association (APA) study in 2015, its findings stressed the importance of emotional support as a protective factor. It's quoted, "The 2015 survey found the average stress level for those with emotional support was 5.0 out of 10, compared to 6.3 for those without such support." (Alvord, Uchino and Wright, 2019)

The study suggests social support can help reduce the importance and help to reduce the intensity of the feelings of stress. I personally found this when I would go for a walk with my friends instead of doing the extra hour of revision to think of something else other than work.

These findings present how impactful emotional support is for feelings of stress and how effective having strong emotional support is for facing problems on your own.

It's stated emotional support is a valuable resource whereby almost all of us can benefit from which can then help build resilience after speaking about your problems (Alvord, Uchino and Wright, 2019).

An example of this within police training is discussion sessions at the end to reflect and help face any problems. For myself, this strategy was the most useful as the experience of discussing issues after facing them was meaningful and helped to relieve feelings of stress.

Most importantly I'd developed my skills in communication and knowledge as I'd learnt extra information when admitting I didn't quite understand a topic or felt I was overloaded with information.

The support network in terms of tutors and peers helped to disseminate information which helped me as a learner. It was also helpful knowing whether your peers were in the same time frame when it came to knowing what knowledge others knew. When discussing both strategies I've learnt how in comparison both strategies are quite different as exercise is predominantly done by yourself when weight lifting for example. This is in comparison to aerobic exercise in dancing, for example, it wouldn't be enjoyable without the support from your peers dancing alongside you as they help to make it fun.

Although different strategies, they worked well side by side with another, however in comparison on times I subconsciously found myself using a strategy at times called 'emotional distancing'.

Emotional distancing is purposely distancing yourself from peers for support, the opposite to emotional support.

Studies have shown self-immersed perspective intensifies one's emotional reactivity however, this may sometimes be a negative experience (Etzel, 2017).

Learning from my own experience I found emotional distancing was an ideal on times that I didn't think I was doing but it was clear as I was not using communication and therefore feelings of stress were raised. I found Emotional distancing not as effective or positive and solving the problem I was facing took a lot longer and felt harder to reach in comparison to having emotional support.

In conclusion, the coping strategies I have used to help minimise stress have been effective and at times enjoyable. There is a clear positive relationship between minimising stress and exercise, and I found it was the most productive and effective. Throughout the training, I felt many highs and lows and situations where I was set back, however, I felt through coping strategies I was resilient enough to pass the training phase.

Emotional support is vital to help however, evidence suggests more support from animals than humans have been studied therefore difficult to look at statistics.

In my own experience, I have found emotional support clear effective coping strategies and I'd say necessary otherwise the impact of training would be completely overwhelming. I've learnt emotional distancing is a coping strategy I use when I feel more negative emotions rather than stress, however, I can see how they intertwine. Finally exploring this essay highlights how vital it is to apply coping strategies to help minimise stress and develop resilience, as without these attributes it will be difficult to be reliable, competent and most importantly, feel enjoyment from serving the public as a police constable.

Words: 1421

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:

Throughout policing your role continuously changes and adapts to the incident and what is happening right in front of you. Modern-day policing presents itself in a variety of ways seeing police officers as those who deprive someone of their liberty to officers who are helping someone in the middle of a mental health crisis.

Today, within policing it is victim led, therefore the victim is the number one priority in comparison to policing during the 1970s or 1980s where the emphasis was more reacting to the consequences of crime.

In this essay I am going to focus predominantly on domestic abuse, in England and Wales it experiences a wide range of crime types and different cultures, genders and ethnicity's as victims of crime.

In England and Wales, domestic abuse has constituted 10% of all recorded crime and received more than 900,000 calls equalling to on average a 100 calls every hour relating to domestic abuse (HMIC, 2015).

As a police force domestic violence and abuse are defined as 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional' (HMIC,2015). The definition is very broad highlighting how

anyone regardless of your identity or ethnicity, for example, can be a victim, it does not discriminate.

On attending a policing incident involving domestic abuse it is vital to identify any cultural, language or ethnic issues, for example, to identify any possible religious settings where cultural norms may impact the situation which would need to be dealt with sensitively.

Throughout this essay, it will explore a domestic abuse incident where I have played a significant role in ensuring offences are dealt with and the victim is safeguarded and protected.

I will discuss the importance of the 'victims code' to ensure the victim felt supported and how policing values were engaged. I will reflect on what skills as a police officer I felt were necessary to ensure the victim engaged with the investigation to help with the prosecution of the suspect.

I received information regarding a domestic disturbance between a mother and son, I attended the address where the victim alleged she had been verbally and physically assaulted by her son and had her television stolen and property damaged. I reflected on the National decision model and gathered as much information as possible to start to risk assess the situation and what actions to take first. Due to it being a fast-moving incident I was dynamically risk assessing constantly due to different information coming afloat. From this, I could go to the analytical stage which involves assessing the situation, including any specific threat, the risk of harm and the potential for benefits (College of Police, 2013).

On arrival I could see a female was visibly upset and considerable damage had been done to her front door, on speaking to her it was clear a domestic assault/disturbance had taken place.

It was vital to find out what had happened and if the victim was still in danger from the perpetrator, therefore, assessing any potential risk or harm.

It became clear alcohol played a major part in this incident therefore, I had to use my communication skills in a way the victim would understand due to her intoxicated and shaken up state. I needed to find out what exactly happened to help work out what my aims and next steps would be to help mitigate any possible risk.

I focused firstly on asking questions about the suspect, for example, his description as I was fully aware further harm could be done to the victim or public if the suspect was not found by officers urgently.

At this point I was fully aware there was a high level of risk as the suspect could potentially return and cause further harm, I informed the control room to inform officers to search for a male matching the description I was given. Due to my colleagues being aware of the suspect and looking for him, I wanted my complete focus on the victim so she would start to communicate and build a rapport.

The female told me she'd hurt her arm but did not sustain a life-threatening injury, however, I asked for medical help as I could see obvious reddening and swelling to her left arm.

Through developing a rapport such as asking the victim about herself, I calmed the victim down and sat her in a place of warmth and safety and asked her to explain what had happened in detail. I was aware of potential COVID – 19 risk entering a property however, all precautions were taken and the victim stated she did not have any symptoms.

I weighed up my options as I was aware the victim was under the influence of alcohol as I could smell intoxicants and slightly slurred speech however, she was coherent and fully aware of her surroundings. I decided to take a victim statement there and then to obtain as much possible detail.

Throughout the statement, more offences were coming afloat as well as previous domestic-related assaults, which is prevalent in domestic abuse cases as according to Women's Aid (2021) domestic abuse has a higher rate of repeat victimisation than any other crime. Using

Driscoll's model of reflection I wanted the victim to think "Now What?" to help put a stop to repeat victimization. Protecting this victim was my main focus at this time, I spoke to the victim regarding further support to which she accepted and consented for her details to be passed to other agencies.

At this moment I felt a sense of achievement as I was getting through to the victim and helping her to seek help. I went through a public protection form which is a series of questions concerning domestic abuse, it is a great tool to understand what kind of abuse the victim is going through.

The form asks questions relating to the victim herself, the perpetrator and the history of abuse.

Due to what I was being told I decided to risk assess the form as 'High risk', it's then sent to the public protection unit who then risk assess it again and support will then be offered.

Furthermore, the offence of theft came alight in her initial disclosure of a stolen television which made me question my next steps. I decided to take all the details and pass them onto my colleagues as my focus was on the victim herself and reassuring her. I could sense her nervousness as she was aware the suspect could come in due to the damage to the door, this troubled me slightly as being new in service I was fully aware of the potential conflict this may entail and the further negative effect it may have on the victim.

I'd describe the damage to the door as substantial as the PVC panel had been kicked through leaving only a frame that meant anyone could walkthrough.

Due to the vulnerability of the victim, I decided to speak to my inspector regarding fixing the door as the suspect was still outstanding. It was in agreement the door needed to be fixed, I spoke with estates who came to fix the door to which the victim felt an instant sense of relief.

Although, the victim disclosed other incidents that have happened previously it was clear this incident reached the 'tip' of the iceberg. This relates to the metaphor of the 'Iceberg' within domestic violence cases - It is an image of reported cases of domestic violence are only the 'tip' of the iceberg as most cases are submerged and not seen by the public or even police (Gracia, 2004).

In London, a study revealed over one year between 2009 to 2010 there were only 1,892 cases of child to parent violence reported to Metropolitan Police. It states most violence came from sons towards their mother as 87% of suspects were male and 77% of victims were female (Miles, 2013).

Within this incident, it was clear this occasion had 'tipped' the iceberg as the victim was happy to reveal previous instances. This was also clear as she was willing to provide a statement and attend court, this I felt was a step in the right direction as no previous reports had been made.

After successfully obtaining a statement from the victim I went through the next stages of attending court. Special measures were explained and offered to the victim, due to the relationship the victim said she felt frightened if she was to testify. I explained the measure of giving evidence via video link or behind the screen, the victim was happy to do it via video link due to personal and transport issues.

Next, I went through the process of a Victim Personal Statement (VPS), which aims to explain in your own words the impact that the crime has had on you and your family. Within the VPS the victim stated how afraid she was of further abuse and how big of an impact the damage to her door is financially as well as emotionally. I risk assessed where we were in the situation and felt the action I decided to take was correct and effective, it had positively impacted the victim and made her feel reassured and listened to as a victim.

I felt I had conducted my responsibilities as a police constable well as the female was protected and safeguarded and I felt happy she was safe due to having a secure door and family around her.

My next steps were to pro-actively investigate the offences committed and to leave the victim, I weighed up my options and decided the victim was now ok to be left and full reassurance and support were given to allow my colleagues and I to start investigating the further offences committed.

Furthermore, the offence of theft still had to be dealt with as the television had been stolen – I understood this is a low-level crime in terms of monetary value however, on a personal note a television brings much comfort to many so it was vital to do everything to get it back. The victim stressed how much comfort the television being on gave to her and felt alone without it and gave officers information on where the suspect resides and therefore where the television may be.

I started to think of my powers and policies under Section 18 of the Police and Criminal Evidence Act 1984 (PACE) to search the given address. I am aware that a constable must have reasonable grounds for suspecting that there is evidence relating to that offence, or another connected or similar indictable offence, to enter and search the premises occupied or controlled by the suspect (College of policing, 2021). I decided to ask permission from my inspector as the search must be authorised in writing by an officer of an inspector rank or above. Due to being new in service I was nervous to ask in case I made a mistake however, I felt confident I had enough grounds to search for the television as the victim had stated she saw the suspect run away with the television in their hands.

I was also aware of my powers and policies under Section 19 PACE 1984 if on a premises lawfully officers may seize anything that is on the premises if:

- They have reasonable grounds for believing that it was obtained as a result of the commission of the offence;
- It is necessary to seize it to prevent it from being concealed, damaged, lost, altered or destroyed (College of policing, 2021)

I wanted to ensure I was knowledgeable about searching and seizing property to ensure I was carrying out lawful duties. The section 18 was authorised by an inspector and I attended the stated address with my colleagues searching for a specific television.

I was confident I'd know which television was correct due to collecting relevant detail for example the brand and I knew the television still had the clear wrapping around the front.

On arrival I was met with the suspect's grandmother and brother, I explained why my colleagues and I were there and what we were looking for. I was aware of potential COVID – 19 risk entering a property however, all precautions were taken and residents confirmed they had were not experiencing any symptoms. Before entering the property I was given information the suspect had returned to the property at one point suggesting those in the property had seen the suspect potentially with the television.

On entering the property I tried to build a rapport with both parties, I soon realised the brother of the suspect had learning difficulties therefore I had to take extra care in explaining in simpler terms.

Due to both of their demeanours, I could tell they knew the information they didn't want to share due to their agitated state.

I decided to caution them to make them aware of the severity of the situation and in case any information was vital to the investigation. Upon searching the property I found several televisions although none of them matched the same description in such detail. I felt deflated as I'd searched the whole property at this point and not been successful.

Moments later, my colleague noticed above a wardrobe a television which was laid flat in the suspect brother's bedroom. The light was in line with the television and due to my short height, I would not have been able to see it due to the glare of light. The television was removed and matched the description of the one that had been stolen and therefore was seized.

I felt a sense of achievement as I knew I could reunite the owner with her belongings which was a brilliant result for the victim. I then returned the television and the victim was thrilled and I felt I had done a successful job.

I identified further actions which were required, for example, arrest the suspect, conduct house to house enquiries and speak to any further witnesses.

On reflection, I felt this incident tested my communication skills as It was difficult on times speaking with the victim, however, I felt I adapted well and managed to communicate effectively and showed empathy. In conclusion, it is clear how hidden domestic abuse can be within familial relationships and how vital it is that it's reported. I felt all decisions were justified and powers were used in the best possible way to achieve the best result.

Words: 2449

Task 3

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

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

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

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

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

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

ANSWER:

This essay will focus on a policing incident I attended that involved conflict physically and verbally which led to myself being assaulted. Throughout the essay, I will describe how the National Decision Model was used within the incident and how factors were constantly changing due to the nature of the incident and the behaviour of the defendant.

In terms of reflection, I will primarily focus on communication skills I used detailing what I did well or could have done better. I will reflect on whether if I could have done something differently to of prevented myself from being assaulted and how tactics were used before justifying the use of force.

Within this incident many theories may underpin the cause of conflict, I have decided I am going to focus on 'Betaris Box'.

The 'Betari's Box' is a model that shows how your attitude affects the way other people respond to you, and therefore, if you change your attitudes towards others, you can cause them to change their behaviour towards you (Farmer, 2019).

This suggests if this model works it would be difficult to be angry towards someone who is being calm and kind to you. I find I naturally use this model to help bring a situation down from the beginning to try to gain compliance from the offset. As I have with all members of the public this suspect was treated within the code of ethics as she was treated within her human rights and with equality.

I am going to discuss an incident throughout this essay that came from the control room as initially, a young female had phoned stating she wants to kill herself by walking into oncoming traffic.

As my colleague and I made our way to the scene I thought of the Nation Decision Model and gathered as much information to help think of my powers and policies and what action to take.

I received information regarding a female who was not known to police and had not rung in with suicidal ideation before and she was currently walking on a busy main road.

Today, suicide is a major global health challenge and a leading cause of death among adolescents (Uddin et al., 2019) and the police force are on the mental health crisis frontline.

The following statement indicates the severity of the mental health crisis within the police as an organisation, "The fact that almost every police force now has its own mental health triage team indicates that there isn't nearly enough emphasis on early intervention and primary care to prevent the need for a crisis response (HMICFRS, 2018)."

When dealing with those suffering from a mental health crisis it is difficult for theories such as 'Betaris box' to be focused on as the people in front of you are may not be sane mind as they are unwell.

Many of those who are suffering from mental health display erratic behaviour and can at times be difficult to understand.

My immediate thought was this is a mental health episode and to arrive as promptly as possible due to the danger to the female and public driving on the roads.

On arrival I saw a female being held by her arms on the side of the road, the female was screaming and trying to break free. I immediately grabbed the female's arm to ensure she was not going to run out into the road as the member of the public wanted to leave the scene.

I used verbal communication to find vital information from the female such as her personal information, what has happened and what she is thinking.

Although I used force to prevent the female from running into the road my initial goal was to help bring the females emotions down to allow her to think and speak more clearly. I did this by using a calm tone of voice and giving full reassurance and support that my colleague and I are there to help her.

The behaviour the female was displaying was very erratic as she would speak calmly one minute and then start shouting abuse screaming the next. Although she wasn't responding to my behaviour the underpinning of 'Betaris Box' theory initially was not effective as the female was not thinking rationally.

I was very aware of our surroundings as they were incredibly dangerous as we were next to a busy main road, it was raining and dark and dynamically risk assessing constantly. Numerous vehicles were passing at high speed and passers-by were stopping to watch the situation.

As I was speaking to the female my colleague was speaking to the member of the public to try and find out more information about the female and what had been seen. After much persuasion through verbal communication, I learnt the females name and she stated she intended to run into the road due to personal issues.

I continually had my hands around her arms to ensure she could not pull away. The use of force was crucial for my safety, the females and the public.

I decided to pull the female away from the road and sit her down on a wall – I risk assessed this as I was wary of her hitting her head on the railings however, it was the least forceful way of keeping her away from the road.

I was starting to build a rapport with the female and she started to tell me more about her situation.

The female stated she was suffering from post-natal depression from recently having a child, I was aware of the severity of post-natal depression and how low she must have been feeling

therefore emphasised with her. The NHS states it's a common problem, affecting more than 1 in every 10 women within a year of giving birth (NHS, 2018).

The females' demeanour started to change to tearful and calmer, I, therefore, tried gaining more information and started to ease my hold on her arms. At this point, I could see the female felt comfortable as she could see I was actively listening and genuinely trying to help her.

However, I was struggling to confirm whether the behaviour was displayed due to mental health or intoxicants, I could smell intoxicants on her breath and slight slurring of speech but the behaviour was very exaggerated and erratic. I was thinking of my powers and policies at this point and no criminal offences had been committed therefore getting help via the local hospital was my initial thinking and action.

At this point, I thought this female needs help and to take her to the local hospital so she can be given the correct support.

As I was speaking to the female, a member of the public started to walk towards us who made herself known as the females ex-sister-in-law.

In the beginning, the female and her ex-sister in law were speaking and due to her knowing the females' past history it appeared that the females demeanour was changing positively and her mind was off running into the road as she was having a conversation. In a turn of events, it was then clear the females emotions were taking play as she in an instant started to grab hold of her ex sister in laws hair and started to pull her down to the ground.

At this point, I intervened by holding the female back using firm verbal communication to tell the female to stop and to pull her away. My colleague who was talking to members of the public saw things were escalating and approached the female who had her hair grabbed to check she was ok.

I started to negotiate with the female if she would calm down we would sit her in the van as a place of safety and warmth. I assessed whether to arrest the female for common assault at that moment in time however, I decided not to as I thought It may escalate the situation and due to the female's intention and our surroundings it could result in the female running off and harming herself or the public.

After a thorough discussion with the female regarding sitting In the van, I let go of her arms to allow her to stand up to walk to the van. As I let go of the female she has then used both her arms to push me towards against my chest causing me to stumble backwards, as she did this she started screaming abuse towards me. My colleague and I instantly grabbed her arms and the female apologised insisting she was just trying to run into the road. The situation was taking a lengthy amount of time and action needed to be taken therefore we decided to escort the female to the van, as we were doing this she has then kicked the van causing a panel of the van to come off.

Due to her erratic behaviour, we decided to place her in the cage of the van instead for officers and her safety. It was becoming clear the female was very intoxicated which was difficult to see from initial attendance. Realising alcohol was a clear impact factor within the situation explained the females' erratic emotional behaviour. Research suggests drunks tend to be overly emotional as alcohol depresses the function of the limbic system its ability to regulate our emotions decreases (Porter,2017).

At this point it was a difficult situation as criminal offences had now been committed, therefore my colleague and I decided to arrest. The female was arrested for being drunk and disorderly, assault and criminal damage while she was in the back of the van. The female started to kick out in the cage and was becoming increasingly aggressive, therefore I was glad we decided to arrest her whilst she was in the van as it was now clear she was a danger to others. We then conveyed the female to custody where she started to converse with officers and calm down. When speaking to her calmly she responded the same way, it

was clear she was now thinking more clearly. The female had never been in custody before so the shock had taken its effect and she was visibly upset. I took the opportunity to ask what support she feels she needed, she stated she did not have any intention of committing suicide she had just been drinking and been feeling upset over her children and a recent breakup.

I explained the role of the women's pathfinder and how it could help her through the process due to having no criminal history it would be a pathway for her. The female was appreciative and grateful to officers, she was quiet and timid – a completely different demeanour to how she was on the street.

The female was dealt through the criminal system by a women's pathfinder scheme where she had to attend an appointment with a support worker. I think this was a fair outcome as it made her realise what she had done was wrong but didn't punish her to affect her job for example as I knew she was a carer.

On reflection from the initial call I immediately had the thought of taking the female to hospital on my mind and helping her with her issues. I was disappointed it ended up in a criminal situation as I felt maybe if we did something different she may not of committed criminal offences. I thought if we decided to place her in the van immediately the situation may have been different however, due to the situation happening so fast I think I would have sat her down again before trying to place her into the van.

I personally feel her intention was a cry for help, especially as she rang the police herself and did not go out with the intention of committing offences. I decided not to make a complaint against her from being assaulted as I felt there was no real intention to hurt me and I was not injured, however, I made it clear she was not to act in that way again to which she understood.

I think I dealt with the female effectively and sensitively, she was treated within her rights and equality act. My communication skills were effective however, they were not enough to ensure the safety of the female, the public and myself as use of force in the form of handcuffs had to be used.

Throughout the whole situation, force was used on the female in the form of having hold of her arms, this is not something as a student officer I have experienced before.

Reflecting on it due to her erratic behaviour I would have attempted to put the female in the cage from the first time she displayed irrational behaviour therefore I would have been able to handcuff her and know she would not be able to run into the road and this also may have prevented offences being committed.

I think this situation is difficult to underpin with the theory of 'Betaris Box' as the female, in this case, did not have a rational mind, it was clear the female was acting irrationally as when she initially sobered up she spoke to politely as I was speaking to her. The theory of emotional vs rational mind played a part within this incident as it clearly shows the intoxicants prevented her to think rationally and was showing exaggerated emotions.

Overall, I was happy with the outcome of the incident as it resulted in no casualties and further along the process the female was able to get support from the women's pathfinder process and opened her eyes as to the cause and effect of drinking excess alcohol can have.

In conclusion, I make reference to the 'Driscolls' model of reflection, which looks at the event, the thinking/conclusions and the future actions. Throughout this incident it was fundamental to approach with tactical communications before use of force – communication was used throughout and the only use of force was used to keep her away from the road. I think I approached the incident well as if I handcuffed straight away I think she would have retaliated and could have caused injury to herself or drivers passing by however, it may have been an effective way of gaining control. Throughout the incident I felt the female was treated

with respect and fairness, use of force was necessary and did not hurt the victim but just prevented her from making any swift movement which may have resulted in her injuring herself.

Words: 2431

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:

This essay will explore a policing incident in which I played a significant role with both the victim and defendant. It was a challenging situation to try to resolve due to the sensitivity of what had been disclosed and due to the vulnerability of the victim as she was a child.

Throughout this essay, I will explore how I applied the National Decision Model (NDM) to assist in resolving the incident and how I had to adapt to a situation in front of me due to an array of vulnerabilities. These vulnerabilities involved the victims' age due to being a young child, a language barrier as the victim spoke little English and the nature of the incident had to be handled sensitively.

I was aware of my responsibility to ensure all information was recorded correctly under the Criminal Procedures Investigation Act 1996 (CPIA) to allow for this matter to be investigated lawfully.

I was aware due to the victims' age the bias may have potentially impacted my thoughts and feelings towards the situation, however, I acted following the policing values such as fairness and integrity to ensure both the victim and defendant were treated fairly.

The initial call came from a third party report stating a child in their child's school had been telling other children that her step-father treats her badly in the house and regularly deprives her of food.

I gathered as much information from the policing systems such as NICHE and Police national database as I could on those involved. I learnt the child had recently moved to Wales from Thailand so was aware there may be cultural and language barriers however, I was determined to try my best to make the process as comfortable as it could be for the young victim.

As I went through the NDM in my mind I started to risk assess the threat and develop a plan as to how I would deal with this call. I had never dealt with a child in these circumstances before so was very conscious of making the process easier for her while ensuring I was acting lawfully.

I learnt there was no current immediate risk to the child as she was staying at a friend's house therefore she was safe and being cared for, therefore I decided to obtain a statement before making arrest enquiries.

I attended the address of where the victim was staying and explained what the process is and the role of the police. It was evident the young girl understood what I was saying and could speak English herself however, I had to have certain words explained to her by her appropriate adult. It was vital the young girl felt supported and assured that she was being listened to. I decided to record the initial disclosure on my body-worn camera so vital information could be evidenced coming from the young girl herself and it showed she was accompanied by an appropriate adult (AA) also due to her age.

Under the Police and Criminal Evidence Act 1984 (PACE) the principal intention of the AA is to safeguard and to reduce the risk of miscarriages of justice as a result of evidence being obtained from vulnerable suspects (About appropriate adults, 2018). The appropriate adult acted as a great help in checking whether the young girl understood what questions were being asked and how things may progress. Using the NDM I had to decide on whether to take a statement or wait until the morning to allow for the victim to be interviewed by child interviewers. Due to the disclosure made and uncertainty on where the child would be staying in the next few days I decided I would take a statement myself.

I took a detailed and lengthy statement from the young girl covering all aspects of what had been happening.

The young girl disclosed instances of being deprived of food, demanded to do chores and being physically assaulted. The situation itself met the definition of child neglect being the ongoing failure to meet a child's basic needs (Brandon et al, 2013) and common assault.

I gathered all this information in a form of a victim statement as detailed as possible.

Furthermore, I was aware of possible cultural issues I needed to address, for example in Thailand there are still strict traditional gender roles where women are seen as below men in the social hierarchy (Christine Bedenis, 2013). Due to the disclosures made stating the child would be made to do chores such as cleaning for hours a day I wanted to clarify whether this is what she thought of as normal behaviour.

Research conducted by UNICEF stated, "In Thailand, there are an average of 52 children being sexually, physically or psychologically abused, neglected, or exploited each day or

more than 2 children in every hour. Physical violence, such as spanking and beating, is still accepted as a normal way of disciplining children” (Child protection, 2021).

I had to make sure I was sensitive when talking about such issues as it may have been the cultural norm, however, the young child confirmed she knew it wasn't ok in regards to what was happening. I ensured this was evident in the statement so the defendant could be given the chance to be asked about their cultural views and to not be biased towards cultural norms if this was the case.

The statement was read out to the victim to ensure she understood and agreed with what was written, this was confirmed by the AA. I decided to record on my body-worn video the reading of the statement and the signing of it by the victim and AA. I then went on to write a victim personal statement, this was vital in such a case to get the victims feelings across on paper to highlight the impact that has been made both physical and emotionally. The young girl was treated within the victims' code for example the right to understand and be understood, to make a victim personal statement and to be referred to support services (Victims' Code - Victim Support, n.d.)

This was also recorded and signed on body-worn video, this was significant information therefore important to ensure it was recorded properly as it highlights the feelings of the victim which are vital to evidence.

At this point, I felt I was happy with the information I had recorded and knew I'd taken detailed information which will be vital for the investigation. Throughout taking the statement I was actively listening, communicating and empathetic towards the victim ensuring even though she was only a young child her views and thoughts were being listened to as it was vital for her to feel listened to. At this point referring back to the NDM I identified my next options, these were to safeguard the victim and locate the suspect. I felt discretion here defined as “the decision not to impose a sanction in a situation where a sanction is available to the police” (Goldstein, 1998) was not an option due to the severity of the allegations the suspect had to be arrested. The next step within the incident was to locate the suspect and make an arrest.

Naturally, I started to gather information on the suspect for example any warning markers I needed to be aware of. I am aware of other methods of disposal such as Voluntary attendance, however, I deemed this inappropriate due to the safeguarding measures that needed to be put in place.

The victim was left in safe company who was happy with the next actions that were going to happen, I explained she would be updated with any further information through her appropriate adult.

The next step was to take action in line with police powers and policies, my colleague and I attended to the suspects' address and informed him of the allegation, while I was explaining the suspect made unsolicited comments regarding the allegation. I noted these down on my electronic pocket notebook as they were comments about the victim.

Due to the severity of the allegation, I recorded the arrest on my body-worn camera to allow for as much information to be recorded and retained. I then cautioned the suspect and arrested him on suspicion of assault and child neglect.

It was evident the suspect had health conditions, although he wasn't vulnerable after dynamically risk assessing the suspect I made the decision not to handcuff him as he was stating he was suffering from chronic health conditions but is currently medicated.

While under caution the suspect made remarks regarding the allegation which may be significant to the case. I knew how important it was to have these in writing and evidence, I wrote in my electronic pocket notebook (EPNB) the words he said and asked the suspect to sign to confirm that is what he said. It was vitally important to retain such information as it would be disclosable and evidential.

The suspect was taken to custody where his detention was authorised and he later would be interviewed on the matter. In regards to CPIA during the defendants time in custody, it is vital investigators are pursuing all reasonable lines of enquiry, including matters that may point towards innocence as well as guilt (Brader, 2020).

There was potential for bias towards the suspect due to being the officer who had taken the statement off the victim so saw the upset the suspect had allegedly to caused and then being the arresting officer.

However, the suspect was treated with a duty of care, respect and fairness. I was open and honest with the suspect regarding the allegation and what was going to happen next. Policing values were upheld continually towards both the victim and suspect, such as honesty, accountability and objectivity. I felt very accountable as to what would happen next as I had made the decision to arrest after the statement had been taken which could have been an issue if the suspect had fled beforehand.

Decisions were made objectively as they were made from the victim account I was given and my professional judgment. I also gathered as much information from police systems regarding the suspect, I found out the male did not have any previous convictions or any warning markers for being an escaper for example so this helped to justify the way I dealt with the situation. The arrest and conveying to custody went smoothly and I could justify not using any type of force which made the suspect feel more comfortable as he wasn't handcuffed. Reflecting on the way I dealt with both the suspect and victim I think communication was key and went very well, both felt listened to therefore did not encounter any issues.

Furthermore, I was aware of the domestic aspect of this incident as familial relationship included the child's mother who may be a vital witness or victim herself, it was paramount a statement was taken from her to allow for as much evidence to be gathered as possible. I attempted to speak to the mother of the victim however, she spoke very little English and refused to engage.

Due to refusing to engage, I was concerned as to whether this lady was a victim herself as her daughter had been had possibly been subjected to abuse herself. Domestic violence can be described as "not simply an argument" (Kaur and Garg, 2008) and is a very complicated and sensitive subject. Domestic violence is "a pattern of coercive control that one person exercises over another" which sometimes cannot be recognised by victims.

Due to ladies native language being Thai I offered a translator as it was important she understood everything being asked and could answer freely and in as much detail as she could. Policing values were followed as it was important, to be honest about the allegation and where her husband was and what the process was. The lady was clearly upset, confused and shocked therefore I deemed it appropriate to not take a statement at that time and for other officers to attend in the morning due to the time of night.

Throughout dealing with this incident potential for bias towards the victim or suspect could have potentially taken place due to the sensitivity of the incident itself, especially I think if you had young children yourself.

However, I was aware of this and consciously treated both as equals as it was important everyone involved felt as though they had been treated fairly and with respect. In any case, it is vitally important to follow CPIA guidelines, however more so in such a severe case as any information I had found out as the arresting officer had to be recorded in the correct procedure, for example, I always follow 'Relevant, Retain, Record, Review, Respond and Reveal' (Williams-Jones, 2018).

Although I didn't interview the suspect, it is this information that would be disclosed to any legal representation and the suspect himself.

In conclusion, I found this a particularly difficult case as It was crucial to be correct and lawful in actions that were being taken while risk assessing ensuring I was making correct decisions. To deal with both the suspect and victim means you are currently thinking of your responsibilities as a police officer but both in different aspects from the victim's code to ensuring you're detaining someone lawfully.

On reflection I feel I dealt with all parties well, I communicated well even with clear language barriers which Is something I have not experienced before. Overall, the main outcome was to safeguard and protect the victim which has been done and to allow the suspect to give his account lawfully.

Words: 2278

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

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

Area of Development	How it will be achieved	Who can provide support	Timeline
To develop knowledge in terms of offences, powers and policies	I will regularly revise and study revision notes. I will attend discussion sessions with trainers and peers. I will test myself on different topics to help refresh my learning and memory.	My Tutor Peers University	Ongoing – I will continue to do this throughout my service and to be confident in my knowledge by June 2022.
To develop communication skills	I will do this by experiencing different situations with different people. I will learn how to communicate effectively with people who may speak another language or be from another culture. I will continue to develop my skills to help those in need and to deal with matter sensitively.	My colleagues Tutor	Through probation period and throughout working on the frontline.
To improve statement writing skills	Continue to take as many statements as possible to gain confidence and improve my confidence and skills. Keep copies of samples	My Tutor	Ongoing – I will continue to improve my statement writing throughout my service

	statements and look back at them.		
To keep on top of my work load and to be organised	I will achieve this by writing notes in my diary to ensure I am managing my workload. I will book statements in for example in my diary so I do not forget. I will discuss any issues I am facing to help keep working through my work load.	My Sargent My colleagues	Vital to continue to be organised throughout my service.

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: __ HRabaiotti_____ (Learner, Electronic signature or type name)

Date: __04/01/2022 _____