

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

During the six-month initial training since attestation stress management has been critical in making sure that I maintained a good social life as well as concentrating on work and learning everything necessary to pass the two initial exams. In particular, certain coping strategies have been helpful in making sure that I was able to manage stress and keep on top of work; these including hiking, socialising with friends, gaming, previous experiences, and also by utilising *Coping Theory* (Lazarus and Folkman, 1984) in practice. Stress is defined as “the feeling of being overwhelmed or unable to cope with mental or emotional pressure” by The Mental Health Foundation (Mental Health Foundation, 2021). Stress can make you feel physically or mentally exhausted and can have long term lasting effects as well.

The first of the coping mechanisms I used was going for long hikes outdoors and exploring new locations. Hiking is a good form of stress relief, both in the cathartic release and the cardiovascular exercise. Walking allows me to just walk in any direction for several miles and clear my head. While I go for hikes, I alternate between either listening to music or being alone with my thoughts as I find each of these options to be beneficial depending on the day. Some days I find that listening to music allows me to channel my thoughts a little better due to only thinking about one thing at a time with the music as a filter. However, sometimes I can find it hard to focus on any more than the lyrics of particular songs so this can occasionally hinder me thinking about anything else. One issue I did encounter with walking during the first 6-month training period was timing, due to needing to study if I went for a walk for too long it cut into this time. AZCentral (<https://healthyliving.azcentral.com/hiking-relieves-stress-4601.html>) cite the book *The Principles and Practice of Stress Management* (2008) as noting that music paired with aerobic exercise as a particularly effective form of stress relief. Lehrer, Woolfolk and Sime (The Principles and Practice of Stress Management, 2008) note that when music and exercise are paired it has the ability to focus the aspects of both to hone stress relief.

Another method I used to manage stress during the initial six months of training was socialising with friends, both old and new, outside of work. This was especially useful with new friends as I had joined a class of 19 people including me where initially I only knew one other person in my class, however by the end of the training period I had formed close personal friendships with all members of the team. Activities outside of work involved going for walks, and coffee among other activities. Unfortunately, at the start of the training period Covid-19 made this difficult as numbers were limited as well as many businesses still being closed. This made picking what to do to socialise initially difficult during the first couple of months, however as the country started to open up a little more there was more to do with my friends to socialise. Being able to socialise with friends means that you can discuss any problems with them and together talk through ways around them. This is especially helpful in situations like the initial six months of training where we were in the same class covering the same content. For example, when covering Burglary in class, it was a particularly tricky subject so being able to discuss this with friends outside of class makes it easier to comprehend the subject, sharing understanding also means that people who understand different parts of the legislation are able to share what they do and don't understand so that they can understand all of it.

Gaming as a coping mechanism is particularly useful as it allows you to mix several other coping strategies into one, such as socialising by gaming online with friends and speaking to one another through an in-game chat. Online gaming can also be a good space to share things with friends in a judgement free space without necessarily having to look at people when you speak to them. This makes it easier to share certain sensitive information or stories which you may otherwise have been unwilling to share as it may be embarrassing to do so in person or other ways of speaking to someone face-to-face. This means that you are able to talk about more with the same group with much less stress about any potential embarrassment or perhaps ridicule or banter. If there is any banter the online gaming setting can sometimes make it more clear for me that this is all it is. As noted by Plante et al. (2019) video games can be an effective coping mechanism, however this should come with regulation due to the risk of 'Video Game Addiction'. According to Plante et al. people with greater anxiety can be more at risk of becoming addicted to video games as a release from their anxiety and problems in the real world outside of the video games they are playing. Therefore, while using video games as a coping mechanism it is important to moderate how much time you are spending playing games and turn it off when you have been playing too long to not spend too much time and limit risk of addiction.

Coping Theory (Lazarus and Folkman, 1984) is a way of looking at coping strategies and stress related issues by constantly changing your thinking process and your behaviour to manage both internal and external

stresses by making yourself more prepared cognitively to deal with them. This means that you can channel your energy into dealing with the stress in a healthy manner rather than by focussing on the stress, but instead on trying to find a solution.

I did, however, have the benefit of coming to the six-month initial training period from a high-stress telesales job at Admiral Insurance which I held for two years. In this job you are expected to be ready to answer the phone throughout the whole shift, sometimes without having a moment to pause from the previous call. This meant that I was already capable at dealing with high demand and stressful situations as the expectation on a sales floor is to be going 100 miles per hour all the time, this made dealing with things such as deadlines for statements from practicals and revision a lot more manageable as it was something that I was already used to.

The environmental stresses of dealing with 18 months of Covid-19 lockdown made me feel more ready for the stresses of returning to the academic environment as well. This is because I was, at this point, used to dealing with a lot of job related stresses from my previous role alone. This meant that having a class full of people in the same position as myself who I was able to go into work and see in person made the stress a lot easier to cope with as I had previously been working from home and I live alone. Having people who were dealing with the same issues as myself as well as combining different learning styles made it more manageable to cope with the stresses of the learning environment in the initial six months of training.

Overall, there are clearly a number of ways to deal with the stress through the initial six months, however there are differences among them regarding both efficiency and effectiveness. Being able to look back and compare the different methods I used through the initial six months means I can evaluate what I would be most likely to use and which would be the best to use going forward throughout the rest of my career going forwards. For example, I can see that walking was a very useful method for me as it allowed me to be alone with my thoughts, while it is very time consuming this is less likely to be an issue going forwards as time constraints will be less deadline oriented. The other added benefit of long walks, as mentioned earlier, is that it is a form of exercise which is very easy to complete, but it is beneficial for my cardio, a very valuable area of exercise in my career path.

In conclusion, there are many different forms of coping mechanisms that are effective in stress management and in building resilience. Each of these coping mechanisms can be individually capable of managing stress and building resilience to new forms of stress, however by combining multiple coping mechanisms together it can make stress management much more efficient and improving how well they manage stress both

individually and combined. Therefore, a balance needs to be struck between finding the individual benefits of a coping strategy as well as how each coping mechanism fits into a greater coping strategy as a whole.

1485 words

Task 2

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

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

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

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

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

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

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

ANSWER:

In the course of a police officer's duties, it is expected that they will deal with conflict with members of the public in a number of ways. This may involve physical conflict or merely verbal conflict and it is down to each individual officer to dynamically assess any given situation to decide on the best options to use and all the possible outcomes of how to properly manage the situation that they find themselves in. In the Code of Ethics (College of Policing, 2020) it is clearly outlined that officers should only use force as part of their role and responsibilities if the force used is necessary, proportionate, and reasonable in the individual

circumstances of any given incident. This means that police officers must be able to justify their actions in each situation since every incident is different based on any number of factors such as who is involved in the incident, what the incident itself entails and other factors such as how many officers have responded to the incident. Not all incidents involving conflict require any form of force to be used beyond simple communication; most people that police officers deal with are able to be reasoned with and this can often diffuse and even resolve a scenario.

I attended a call where there was a boy (the subject) in his teens who had been 'smashing up' his mum's house. She'd said in the call that he suffered from autism, and he was having an 'episode'. It was deemed a Grade One response (within 15 minutes) due to the aggressive nature of the subject's actions and the fact that the violence was ongoing at the property from which the call had originated. My colleague and I attended and found that the subject had since barricaded himself in his room and his mother (the reporting person) met us in the street upon our arrival. I asked the reporting person and her brother for the story of what had happened, and I was able to build on this information throughout the call. I had also learned before I made entry that the reporting person's brother (the uncle of the subject) was usually the best person for calming down the subject when he had an episode, however this was the worst episode that they had experienced from him.

When we made entry, my tutor and I made a slow and methodical progress up the stairs to ensure that we remained safe as it was strewn with blankets, clothes, and other items such as electronics that the subject had thrown during his episode. The reporting person informed us that the subject may have had a weapon, so we approached the door carefully due to the danger. We were, however, able to open the door with little incident, and made entry to the room ensuring that the subject was not presenting any kind of threat to us before getting the subject to sit on the bed. We then left the uncle to try to talk to the subject and breakthrough to why he had done it. While the uncle was speaking to the subject, we spoke to the reporting person to ascertain what had happened in the lead up to the episode and what had potentially led to it. We were made aware that it had started over the reporting person not wanting to purchase a £200.00 tracksuit for the subject, leading him to suffer from the episode as he could not appreciate her reasons why.

Early in the lockdown in 2020 I remember reading that people with Autism do not like change and that this can make it harder for them to communicate. As per the Face Masks Information Sheet (National Autistic Society, 2021) people with autism struggle with change and new information so can find it difficult not only to wear a facemask but also to communicate with people who are wearing them. Due to this, I removed my facemask when I spoke to the subject so that he would feel more comfortable with me as I tried to

communicate with him. Given that I had been informed by the reporting person that the subject would not speak to strangers, I suggested to the reporting person that if it was easier for him, he could communicate with me non-verbally by nodding and shaking his head in response to my questions. Following this, I rephrased everything that I was saying to the subject into closed questions (yes or no) to make it easier for him to feel comfortable communicating with me.

It was decided early on in my attendance at the call that I did not want to criminalise the subject both due to his age and the circumstances surrounding the call and the events in the subject's life preceding the call that we had attended. This was due to factors such as the fact that he had dealings with social services for 13 years before this call where relatively little had been done for him as well as the fact that the reporting person did not want to make a complaint as the subject was her son, she just did not want the episode to escalate any further beyond the level where she was able to deal with it.

My colleague and I spoke with the reporting person and she made us aware that she had been trying to work with social services regarding her son for the last nine years, however there had been no further updates and this had had very little positive impact. Due to this the reporting person phoned social services and requested that I speak to them about what had happened and the influence my short conversation with the subject had on him and the outcome of our call. I relayed to the social worker and her manager in two different phone calls how I had managed to encourage the subject to open up to me and to communicate in his own way with me. The council admitted that they had not tried this method of communication prior to this event and that they would make a note of the method going forward.

The advice from the National Autistic Society (2020) is very similar to the conflict management advice from the College of Policing (2020) regarding incidents where communication with people is imperative. The advice from both the College of Policing and National Autistic Society is that communicators should utilise the first name of whomever they are speaking to in order to hold their attention and to build rapport. According to the National Autistic Society (2020) one of the most important aspects of communicating with autistic children is ensuring that they are paying attention before asking any questions or giving any instructions. These aspects are all important in the role of a police officer no matter who you are speaking to, who they are as an individual and what the scenario is for why you are speaking to them. In the above scenario I used the subject's name throughout the incident and every time I asked him a question I would start with his name before I continued to speak. Even though we were the only people present in the room I took into account his condition and made sure he was comfortable with talking to me and knew when I was talking to him by reinforcing this in his mind. There is further advice from the National Autistic Society that

you should integrate an autistic person's hobbies and interests into conversation; I did not do this in the above scenario, if I had I may have been able to get the subject to hold his attention or maybe even communicate verbally with me. However, despite this it is my opinion that the fact I was able to build rapport with the subject and I was able to bring his attention back even when he did get distracted so there was no real detriment by having missed this step.

The National Autistic Society (2020) also says 'Autistic people may be confused about why you said no. If it's an activity that they can do later on that day or week, try showing this in a timetable.' This could potentially explain why this incident initially commenced. The reporting person had said no to purchasing a £200.00 tracksuit and this caused the subject to suffer an episode unlike any his mother had previously seen. This may have been down to the way that the reporting person had said no or may have been more than that such as the subject not fully understanding the reasons behind her saying no in addition to the simple fact that she had said no in the first place. This means that taking extra care to break down the reasons behind things to people who have autism, especially those who are higher on the autistic spectrum, makes it much easier for them to understand what has happened and why.

A relevant theory for explaining conflict management to this scenario is 'Betari's Box', this model suggests that the behaviour of both of the parties in an interaction can have an influence on the outcome of the situation as well as whether the conflict is escalated or deescalated. This model shows that the attitude of an individual effects the whole due to the potential to be locked into a 'vicious or virtuous circle of communication' (College of Policing, 2020). In the above scenario, this cycle was avoided by carefully monitoring how I spoke to the subject to ensure that both mine, and the subject's attitudes were compatible and did not clash, thus causing any conflict to spiral again. This de-escalation was necessary throughout the scenario as when we first arrived the suspect was combative and was thought to have a weapon, but I was able to calm him down and keep him calm.

When I was speaking to the subject in his room and trying to explain the situation and the reason for police attendance, I had to take extra care to speak slowly and rephrase what I was saying to keep it in understandable terms for him. Similarly, I was rephrasing everything I said into a closed question so that he could shake or nod his head to demonstrate his understanding. One of the key points of advice on The National Autistic Society's website is that you should ensure understanding with the autistic person with whatever you are discussing with them as they can sometimes have a hard time keeping up with what the topic of conversation is or why they are being told what they are being told. The reporting person said that she had told the subject that she would not buy the tracksuit due to the price and the questions about its

legitimacy. However, by slowing down what I was saying, breaking it up and ensuring understanding, I was able to keep the subject in the conversation and ensuring that he could understand what exactly the reasoning was.

During this incident I had to practice my discretion as I decided not to arrest the subject, despite the offence of Criminal Damage (1971) that had technically been committed by him. This was due to not wanting to criminalise a teenager for offences that were relatively low level and would ordinarily have been dealt with by his parents under normal circumstances. There could have been a necessity to arrest the subject under Code G of the Police and Criminal Evidence Act (1984) to prevent any further damage to property, however, I had doubts regarding the subject's suitability for arrest in that he did not entirely understand the reason behind police attendance so it was very likely he would also not understand the reason for arrest either.

I made the decision to sit with the subject on a one-on-one basis and calmly explain it to him before making referrals to the council and support agencies that were more relevant and more able to offer long term support to the subject and his family. The subject's mother and uncle were both supportive of these actions and gave us the information that was needed to submit Public Protection Notification Forms for the family to secure them more support. I also spoke with the council on the phone and informed them of the steps that I had taken to again attempt to provide additional levels of expert support that as police officers we would be unable to provide. This meant we could actually look to influence the subject's life as well as his mother and his uncle's to try and ensure that similar incidents would not happen again as the council were more aware of the extent of the issues and that the issues were becoming more exacerbated and also an idea of what we had done to be able to communicate with the subject due to his non-communicative nature.

Ultimately, speaking to individuals who have mental health issues or learning difficulties will often pose a challenge, so to properly be able to communicate with such individuals you must consider how you speak. Not everyone is the same and communication should reflect this in looking at individual factors, both person and situation. In the above scenario, if the subject had been communicative or verbal then it would have been a lot easier to gauge his attitude and responses to what he was being told by officers. Similarly, in different circumstances such as if he was the victim or a witness it would have been difficult to understand what exactly it was, he would have been trying to report. This means that it is important in every situation to take a step back and fully consider why you are present at an incident as well as the individual circumstances of anyone present. Communication is one of the most important things a police officer can do as it can defuse or resolve an incident before any other actions are needed to be taken. With the subject in this scenario, if we were able to communicate with the subject more openly rather than merely closed questions

it may have been easier to gain a full understanding of what he was thinking or if he was likely to repeat the actions. However, without potentially asking the subject to write down his answers it would have been difficult to get more than yes or no due to his unwillingness to speak to strangers.

By working out a way to communicate with the subject using closed questions and asking the subject to use non-verbal communication I was able to complete the relevant forms I needed to submit such as the Public Protection Notification as well as reach a resolution to the incident while I was present at the address along with observing the core principles of equality and diversity by acknowledging who the subject was as an individual. I was also able to provide more long-term help in the form of passing on what I had accomplished to the relevant support agencies such as the local council's child services so that they could look at implementing similar strategies when dealing with the same family.

2530 Words

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:

During my time so far in operational policing I have been to a number of incidents where I have had to play a significant role with both a victim and an offender, this includes making decisions on how the incident and offender should be dealt with. One such incident I have dealt with included taking an initial disclosure from the victim of what events had taken place as well as taking a witness statement and interviewing the offender.

In the incident I will be discussing, an allegation had been made in late December that while at work on a lunch break, the victim had suffered inappropriate physical contact from a colleague of the opposite sex, resulting in the victim being bitten by the offender after he had rebuffed the offender. I was informed upon my initial attendance by the victim that he had experienced similar behaviour from the offender over a course of conduct from the offender where she had attempted to sit on his lap numerous times during breaks, or when unable to sit on him she sat uncomfortably close. On the incident in question, the offender had once again tried to sit on the victim's lap while he was sat on a break outside, when the victim had tried to resist her sitting on his lap and moved over, the offender bit him on the bicep. Understandably, the victim shouted 'Ow' and jolted away from the offender, bumping into the witness who was a friend of his. Following the incident, the victim did not seek any medical help due to the offender's teeth not piercing the skin having pulled away quickly enough, however it did leave the victim suffering from some mental health issues and requiring time off work to recover.

The incident outlined above shows a clear offence by the offender of Common Assault under Section 39 of the Criminal Justice Act (1988) which, if reported quickly enough, would have been an arrestable offence due to a necessity to prevent any further harm as well as for the prompt and effective investigation. However, the alleged offence took place sometime in November but the crime was not reported to police until the end of December, this time difference in reporting and the fact that the victim and offender's work had separated the two meant that the necessities for arrest were no longer applicable. Due to this I contacted the offender to arrange a voluntary attendance to interview and give her own side of the story. Due to the nature of the offence, I made all attempts possible to recover any further information prior to this interview that could help the decision of any prosecution such as a statement from the victim himself, as well as a statement from his friend who was present at the time of the assault. Unfortunately, due to a lack of any concrete dates from either the victim or his witness, it was not possible to view or obtain any CCTV coverage of the incident.

Due to this incident having happened in the workplace of the victim and offender, it was important to contact their management team to ensure that there were no ongoing problems at work and that the two had been separated, this information was crucial for making the decision regarding whether the offender was arrestable for this offence. The victim's mention of his mental health made it important that the offence was still investigated as quickly and as thoroughly as possible.

The Codes of Practice (Police and Criminal Evidence Act, 1984) are an important aspect of policing for all officers to abide by in the course of their duties, they govern the actions that officers can legally take against offenders but also the way that officers deal with victims and witnesses as well. In terms of this incident, I had to take into account several of the Codes of Practice, including Code C, Code E, Code F and Code G.

Code G of the Codes of Practice (1984) deals with the statutory powers of arrest afforded to police constables in the United Kingdom, this Code states that there are two elements to be considered with any arrest, the first being 'A person's involvement or suspected involvement or attempted involvement in the commission of a criminal offence' (Police and Criminal Evidence Act Code G, 1984). In this case, the first element of Code G was clearly met by a suspect being named by both a victim and witness who knew her from their workplace. The second element of Code G is having 'reasonable grounds to believe that person's arrest is necessary', due to the time elapsed between the incident and when it was reported, along with the separation of the two parties, I did not believe that this aspect of Code G still applied.

Codes E and F of the Codes of Practice (1984) relate to the audio and visual recording of any interviews of suspects while in a police station. Code E states that there is a requirement to use audio recording equipment whenever it is available during a suspect interview. Similarly, Code F states that there are certain contents of the code that should be considered should an interview be recorded visually. In both cases of audio and visual recording the suspect being interviewed should be made aware of the fact that they are being recorded and that the recording of the interview may be played back to a court. In these cases, the suspect should also be cautioned again before the interview to ensure that they are aware of their rights before they say anything in interview while it is being recorded. In the above scenario, I had the offender attend a police station voluntarily for an interview which was to be audio and visually recorded so I followed a memo card during the start of the interview to ensure that all necessary points under the relevant Codes of Practice were achieved at the start of the interview.

Code C of the Codes of Practice relates to the requirement of questioning suspects detained in custody not relating to terrorism, more specifically in the case of voluntary attendees it relates to the specific rights afforded to those who have voluntarily attended for an interview in that they are not under arrest and not being detained, meaning that they have the right to leave whenever they would like. There is a right to remain silent afforded to suspects being interviewed, whether they have been arrested or attended voluntarily for an interview, this means that no matter the nature of the offence or the questions asked by the police officer, the offender is not obliged to answer them. The *Remember your rights: voluntary interview (accessible version)* (2018) outlines to those who are being interviewed as a voluntary attendance exactly what rights they will be afforded during the interview, including reminding offenders who are subject to an interview that they have the right to free and independent legal advice and the right to remain silent.

Due to having to arrange an interview with the offender it was important to consider any language issues that the offender may have, when I first phoned the offender to arrange the interview, I asked a series of questions determining the reading and writing skills of the offender as well as whether they thought they would need any assistance in these areas. In this case, the offender spoke English as a first language and was able to understand the questions put to her as well as able to properly represent herself in her answers.

One option that was available to me in terms of an out of court disposal for the above scenario is Restorative Justice. This process requires the victim and the offender to agree to the process, including the offender admitting responsibility for their alleged actions and signing a written apology to the victim to avoid any further prospect of prosecution. I mentioned Restorative Justice as an option to the victim but due to his workplace already having separated the two parties the victim decided he would rather go through the prospect of prosecution and provide a statement. According to Van Wormer and Walker (2013) 'Most restorative justice advocates and practitioners agree that more attention should be paid to the people harmed by crime' this, according to Van Wormer and Walker, contradictory to the current approach of identifying an offender and somehow convicting and punishing them. Therefore, it is Van Wormer and Walker's (2013) thesis that Restorative Justice approaches focus more on the victim, their feelings and how to make sure that police officers pay full attention to the victims.

The prospect of prosecution can be adversely affected by a number of factors, these can include evidential difficulties as well as the prospect of prosecution not being in the public interest. For example, according to Smartt (2006) if 'a court is likely to impose a very small penalty' or 'when harm was minor and the result of a single incident' are public interest factors against a prosecution. This is because if a prosecution is brought forward by the police to the Crown Prosecution Service, and then beyond that to court, there is a huge cost

associated. Therefore, if a prosecution seems less likely, even in an early stage, taking other steps in a criminal investigation can be more productive, however these methods can rely on consent and understanding from the victims of crime. Due to this, taking no further police action in the later stages of an investigation when there are evidential difficulties is inevitable in certain cases where the victim has no understanding of options such as Restorative Justice or simply will not accept a Restorative Justice approach to the outcome of a case.

Throughout the investigation, it became necessary to support the witness who came forward as willing to provide a statement, this included ensuring that the statement was taken from the witness in a place that she was comfortable with. Unfortunately, due to the time lapse between when the reported event of the biting took place and the time that it was reported there were certain aspects and principles that could no longer be reached when this statement was taken. The 'Golden Hour Principles' (Bryant and Bryant, 2021) explains 'the period of time immediately following the commission of an offence' which primarily relates to the initial response at a scene, but it does also relate to how evidence is gathered from any victims and witnesses of crime as well. If there is a longer delay between the commission of an offence and the gathering of the evidence, it can affect the integrity of the evidence that is gathered. As seen in the case above, due to the long period of time between the date of the biting and when the victim came forward to the police, both the victim and the witness had forgotten any exact dates and times, leading to the diminished integrity of the evidence provided.

Given the nature of the specific details regarding what the victim in this case had disclosed to police, it could be reasonably assumed that any forthcoming complaint would be that of sexual assault, not just common assault. Upon initial attendance with the victim, I had asked him what exactly the nature of his complaint was, and if he thought the assaults that he had suffered were sexual in nature. The victim told me that he did not want to make a complaint regarding that as he did not think that the attempts to sit on his lap were sexual in nature and was more concerned by the attempt to bite him by the offender. According to PeConga et al. (2022) when it comes to sexual assaults against men victim blaming is more prevalent and both the victim and others are less likely to believe that the assault is as serious or even sexual in nature at all, such as the victim in the above case.

The College of Policing (2016) has set up four key values of policing, these are Integrity, Impartiality, Public Service and Transparency. These elements all form part of the Code of Ethics and form a basis for how police officers should act throughout the course of their duties, including throughout any investigation. For example, the value of Impartiality is required through the investigative process as police officers are

supposed to be a neutral third party to what they are investigating, such as not taking a side when I interviewed the offender, and they made a full denial of the offence so that I could listen to and weigh up all of the evidence in an unprejudiced manner. Integrity and Transparency are equally important in an investigation such as the one outlined above due to the need to be honest and not withholding of information whenever updating the victim and witness. Public Service is an equally important skill where it comes to the investigative process, as police officers we work in the public interest, and as such any investigation which would be in the public interest should be investigated in full as a matter of urgency.

Overall, this incident could have been a sensitive matter to investigate due to having a male victim from a female offender and an assault having happened in the workplace. Due to the evidential difficulties in the case and the time lapse in being reported it did limit the available options in terms of looking at applying to the Crown Prosecution Service for a charging decision as it was unlikely that this would have returned any further results. It was important throughout this investigation to stay impartial as I had to speak to the victim, a witness and the offender to gauge a full understanding of the events that had been disclosed to me, due to the differing accounts from all three I had to stay impartial to make a full assessment of the evidence that was available to me without drawing any conclusions myself and without assuming anything about the events that I was investigating. It was also important to be sensitive in terms of how I spoke to the different parties and ensuring that I did it in a sensitive manner. I took the statement from the victim in front of his family as there was no other option before I ensured that he was happy to give a statement in those circumstances which meant that while taking the statement I had to monitor my language choices to ensure that I did not upset or offend either the victim or his family. Throughout this investigation, it was important to consider relevant legislation such as the offence that was being investigated (Section 39 Criminal Justice Act, 1988) as well as the Codes of Practice set out under the Police and Criminal Evidence Act (1984). Throughout the course of any investigation there are likely to be any number of similar considerations due to the nature of criminal offences there are several differences between any investigation, yet legislation, cultural sensitivity and policing values must always be considered in any circumstances. Unfortunately, this case resulted in no further action, this was explained to the victim and he accepted that the lack of evidence made the prospect of prosecution very difficult, he was informed, however, that he had a right to review or make a complaint regarding this outcome. The victim was also encouraged to come forward with any future allegations and unwanted contact if anything further happened involving the same offender.

2593 words

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:

Officer decision making and discretion play an important role in the everyday duties of a police officer as the decisions that officers make as well as their use of discretion can have an impact on the outcome of every incident that officers attend. These can include all forms of incident from a simple traffic stop to attending a domestic incident. Discretion can involve making the decision to just give words of advice instead of a Traffic Offence Report, for example, and it can depend on the individual officer as well as the circumstances and severity of the situation that they have found themselves in. Decision making is also vital in each of these examples as officers must decide which options or contingencies they shall be taking, often in a split second, in accordance with their use of discretion. Discretion along with good decision-making skills enables police officers to have a say there and then on the outcome of incidents and allows them to make dynamic risk assessments about what the best option is for the members of public involved in an incident, both victims, witnesses and offenders. Discretion is a key part of the National Decision Model and allows officers to make the decision that they deem to be the best in any given scenario as they are the people capable of making the decisions who are there at the scene and know all the facts. However, discretion can run the risk of being biased in line with the individual officer's personal beliefs, for example they may be less likely to go with a serious outcome if the scenario is something that they themselves deem less serious. Bias is defined by the

Oxford English Dictionary as 'a strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement', therefore by not considering one's own biases at a policing scenario, officers can run the risk of the decisions they make falling more in line with their own personal beliefs, rather than making a decision face value on the information they have been provided at face value.

One situation I have found myself in as an operational police officer where the use of discretion and decision making were vital was on a traffic stop. I had pulled over a car after the driver drove past the junction where I was queueing at a red light at a very fast speed, despite the road in question being an inner-city main road with a 30 mile per hour speed limit. When I pulled the car over, I activated my bodyworn camera and I recited the caution to the driver, saying 'You do not have to say anything, but it may harm your defence, if you do not mention, when questioned, something that you later rely on in court. Anything you do say may be given in evidence.' This was so that he was aware of his rights, but also so that if he said anything to me where any action had been taken then it would be evidential. I also informed the driver that he was not under arrest, but the caution was just to protect him rather than to inform him that he was being arrested. The driver indicated that he had understood the caution and why he had been cautioned and said that he had heard the caution before.

I informed the driver that the reason I had stopped him was his speed along the main road where he passed in front of us, he said that he did not know what exact speed he was going but that he knew he was speeding. I estimated his speed to be around 50 miles per hour, to which he replied that he thought the speed limit there was 40 miles per hour. This meant that he knew he was speeding, and he thought that the speed limit he was over was 40 miles per hour, meaning that he would have been at least 10 miles per hour over the limit. I asked the driver why he was driving in such a manner, and he said that he had just had an argument with his dad and wanted to clear his head, I informed the driver that this was not a valid excuse and asked if he thought his driving in such a manner was safe, which he agreed it was not.

Upon completing some checks on the driver and on the vehicle, it was revealed that he had been given a Section 59 Warning Notice under the Police Reform Act 2002 10 months prior to me speaking to him. This meant that due to his continued driving in a similar manner I had the power under the same act to seize his car. I explained this to him that I could have seized his car and his expression showed me that he was struck by the information about the action I could take due to his behaviour. I had also noticed that while he was insured on the car he was driving, his father was the registered owner of the car, I asked the driver what he thought his father's reaction would be to his returning home without the vehicle. The driver was very

apologetic at this point, and he agreed that his father would not likely be pleased with him for getting the vehicle seized due to his manner of driving.

However, due to the time of day that I stopped the vehicle, 0200 hours in the dead of night on a weekday, I used my discretion as his manner of driving at this time, no matter how bad the driving was, was unlikely to cause any harassment, alarm or distress to anyone due to their not being anyone around. Therefore, I informed the driver that his driving was not of a suitable manner for the roads, and he could have been in more trouble than he was, both with the police and with his father. This made the driver realise the errors behind his driving so using my discretion I was able to simply warn him about his actions and not issue the warning on that occasion or seize his car. I made the decision in this incident to not confiscate someone's car which they may have needed for commuting or to support their family during a pandemic where many people feel uneasy with catching public transport for driving in a possibly anti-social manner at a time of day where proving any anti-social element would have been extremely difficult. Therefore, after considering all of the options and contingencies available to me as well as the individual incident and what had actually occurred, I used my discretion and followed the decision-making process as outlined in the National Decision Model.

The National Decision Model was first used by the Association of Police Chief Officers in 2012, it was developed to be a means of monitoring the decision-making process of police officers and staff more easily by setting up the decision-making process as an easily followed model and framework. It was developed to ensure that the police service remained risk aware, as opposed to risk opposed, to make all officers and staff consider the same information before making decisions or utilising their discretion. The National Decision Model is formed with six key elements, easily remembered by the mnemonic CIAPOAR. This Stands for Codes of Practice, Information, Assessment, Powers and Policy, Options, and Action and Review (College of Policing 2013).

The Code of Ethics is an important part of the National Decision Model as it provides the policing principles that every action we take as police officers must adhere to. Therefore, as part of the decision-making process you must consider whether your decisions fall in line with the Code of Ethics before acting. This could influence the outcome as before you let someone go you could reconsider the Code of Ethics and re-evaluate, thinking that the actions that have been committed should not be dealt with in the way that you are considering as an officer. For example, in the above scenario I considered if a warning to the driver would fall within the Code of Ethics due to his actions and considering what the public would want from the

police in that scenario. I decided that due to the time of day the actions that I took were proportionate and lawful as there was nobody around that could have fallen victim to the manner of driving.

Under the Criminal Procedure and Investigations Act (1996) (CPIA) there are key duties to an investigation that must be considered by police officers. Due to the above scenario not making it to prosecution there were certain elements of the CPIA that were not necessary due to no material needing to be disclosed or investigated beyond the roadside. In terms of a traffic stop, the officer at scene remains the investigator at the scene and if any action is taken from there as well. However, in this case no further action was taken, therefore the role of investigator was concluded at the roadside and there was no need for the other roles included under the CPIA guidelines.

The Information stage of the Code of Ethics is equally vital in making any decisions or practicing discretion as there is certain information that guides police officers towards certain actions and takes away the ability to use discretion to form an outcome. For example, if a person is shown as wanted on the Police National Computer or on NICHE then an arrest must be carried out, however the status of one prior Section 59 Warning Notice does not mean that another MUST be issued or that the car MUST be seized, this can remain down to officer discretion. In the above scenario, by checking the police systems and looking at both the vehicle and the driver I was able to make a decision that best suited the information that was present, both on the systems and in the real world at the situation I was dealing with. This falls in line with the CPIA, where the information from the driver's previous dealings with police have been recorded and retained for future usage as this can help police officers to make any future decisions.

The next stage of the National Decision Model is Assessment, this is where the Code of Ethics and the individual Information are considered together to best formulate the appropriate actions to be taken at the scene.

The next stage of the National Decision Model to be considered is Powers and Policies, this involves looking at what lawful powers you have available to you as well as how these should be used. This includes whether the actions are lawful and if there are any actions that must be taken either due to legislation such as the Police and Criminal Evidence Act or due to force policy such as taking positive action in cases of domestic violence. As highlighted above, in this example I knew that I had a power to seize the vehicle under Section 59 of the Police Reform Act (2002), however when I assessed the information, I decided that this may not be the most suitable course of action.

The next stages of the National Decision Model are Options and Actions and Review. These two elements fit together as you must decide on which option to take, reconsider if it is the best option and then act on the course of action you have decided upon. It is also important to review every scenario after the event in a debrief to evaluate if what was done is potentially the best course of action as each incident can be used as a learning experience.

It has been pointed out by Gorringe, Stott and Rosie (2012) that the ACPO guidelines do not actually suggest a shift from the norm of British Policing being 'policing by consent.' This has been the staple of British policing for a long time, and it was suggested by numerous forces in the UK that the new guidelines around the National Decision Model did not actually suggest a shift from this narrative. This could suggest that the style of British Policing has not actually shifted but rather it has been clarified and set out into a more easily followed framework to ensure that the style of policing is the same across the country.

Patton (2003) argues that police officers often rely on 'intuitive reasoning in crisis situations' meaning that as a profession the police are expected to make decisions in a split second, often under duress or stress to make a specific decision. In the above scenario I had the benefit of a compliant driver and no crowd, however the act of pulling someone over by the roadside comes with several dangers that must be considered at all times. To minimise the danger, a traffic stop must be concluded as efficiently as possible to ensure that the risk is lessened, therefore once a decision is reached, if it is an appropriate decision, it must be actioned as soon as possible.

Brown and Daus (2015) argue for the presence of two different types of decision making in all individuals, especially in police officers. They argue that there are both Lateral and Rational decision making within the police and that each of these can be used in different ways depending on the incident as well as the outcome that an officer may be looking for in an incident. Intuitive decision making is where the decision making is based on emotional responses, whereas Rational decision making is where officers use 'logical evaluations of alternatives.' (Brown and Daus 2012 p. 296). It is evident that police officers are human beings and use both forms of decision making depending on the incident as well as how quickly a decision should be made.

In conclusion, any policing incident could be open to scrutiny, but by properly utilising the National Decision Model and everything that goes along with that framework it allows the decisions made to be properly backed up by policy and legislation. This means that officers should properly assess every action and decision made before they make it to ensure that what they are doing is the best possible outcome. In this case, I

made a decision based on an assessment of several factors such as the time of day along with the actions undertaken and the fact that it was a pandemic where I did not want to remove someone's source of transportation. However, it could be argued that the first Section 59 notice did not serve as proper warning to the driver so a basic warning would not have any other effect. Due to the time of day, however, I did not feel that a Section 59 would be appropriate due to the need to prove an anti-social element. The decision-making process was also aided by the time of day as it was unlikely that there would be any passing traffic, ensuring the safety of myself and the driver of the car throughout the traffic stop. The presence of prior warnings may not have served as enough of a warning to the driver, purely due to how an officer explained it to the driver at the time it was served. Therefore, I believe that by thoroughly explaining my decision-making process to the driver as well as why he needed to improve his quality of driving, this may have had a more long-term effect on the behaviour of this individual.

2602 Words

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
Sudden Death Initial Attendance.	I have a shift with the sudden death car coming up where I'll be dealing with sudden death calls all shift so I will be able to gain competence.	More experienced members of my team and the sudden death car officers.	Within three months.
Gain a more comprehensive knowledge behind the building of files.	By completing more files throughout my career and by asking for help from my sergeant and more experienced team members. Also going on my hub attachment will build competence and confidence in this area.	My sergeant, more experienced members of my team and the hub officers I work alongside.	Over the course of the next year.
Planning out the university work and finishing the work sooner to ensure that it can be proof read in advance.	By building myself a timetable and setting forward a reward system for myself to incentivise myself to complete the uni work in advance, such as not joining PSU until I have completed this.	More experienced members of my team and my friends who have completed the PEQF style of entering the police. As well as the university themselves if I find myself getting stuck at any point.	Over the course of the next year.

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
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Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: Evan Meadows (Learner, Electronic signature or type name)

Date: 20th December 2021