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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.

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

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

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

ANSWER:

For the initial six months of training, stress and resilience are two entities that you have to manage and control whilst being a police officer. There are many methods in coping with stress and minimising it. Also, building resilience in tough situations. In this text I will be discussing what I believe to be the best methods I found for myself to develop resilience and minimise stress. Firstly, discussing the benefit of exercise and how I would exercise regularly to reduce stress. Secondly, discussing the financial stress that the rising cost of living caused, especially the cost of fuel. Thirdly, discussing how I would use mediation to build resilience in situations which put a lot of pressure on me. Finally, how I found great benefits from playing an instrument and how it would help in reducing stress in the short term.

During the initial six months of learning I would use various methods to help develop resilience and minimise stress. According to the British Heart Foundation, 'Stress is our body's response to pressures from challenging situations in life. It can be a feeling of being overwhelmed or under pressure' (British Heart Foundation). One method of minimising stress was exercising frequently. I would often do a mixture of running and weightlifting to not only reduce stress, but be physically able to exceed as a police constable. The British Heart Foundation also states that by exercising, it can help improve mental health and reduce the feeling of stress. Exercising regularly allows the body to release serotonin, serotonin affects 'a variety of functions and behaviours, including: memory, fear [and] the stress response' (Watson, S. 2021). Out of the different methods of building resilience and minimising stress, exercising was a large benefit of mine because it would benefit me both physically and mentally in comparison to other methods which will be discussed.

Money was the greatest contribution to stress because of the cost of living and ensuing I had enough for the month. This job was the first job in which I would be paid monthly instead of bi-weekly which did cause me to rethink how I would manage my budget and spending. Money would also cause a great stress because every month prices would increase meaning my disposable income would decrease. This meant that money that I would use towards hobbies and other forms of stress relief would no longer be feasible. Paying for fuel to travel to work became a great stress of mine due to the amount it was rising every week. July 'saw the largest rise in the price of unleaded since January' (RAC 2022). This put a great deal of stress onto my expenses and changed my choices when it

came to driving places, how much to spend on shopping and how much was going into my savings. In terms of triggers for stress during the six months, I would greatly say that money was the greatest stress factor for me. In comparison to the material we had to learn in the initial six months and exams. Ensuring that I managed my finances was the greatest stress. However, sticking to a strict budget would minimise the stress. A method of coping with this stress and build resilience was to meditate.

A way I built up resilience was often to practice meditation often. 'Meditation is part of an effort not only to regulate attention but to also train attention'(Oman 2020), this was vital in being able to focus on the material needed to revise for the exam and being able to focus during long lessons that required a large amount of information to be processed. Additionally, in times of being stressed, my attention to work and processing information would be affected. I later discovered that 'chronic stress can cause sustained and elevated levels of cortisol, which can lead to other negative effects on your health, including cardiovascular and immune systems and gut health'. Meditation helped to control the stress from work and also build resilience over the course of six months. It also allowed me to separate my work from home life. Giving me the chance to start each day fresh. In comparison to exercising and dieting, I found that meditation was more beneficial than dieting because it cost nothing to do, dieting would often require buying things that are a little more expensive than food I would often eat on a regular basis. Meditation was a greater stress relief than dieting also because it required no preparation or effort to do. However, in comparison to exercising, I found that I would feel better after leaving the gym or going for a run than anything else due to the feeling of achievement you was able to push through when it was tough. Further building resilience when tasks are physically straining.

Finally, a major stress relief of mine was to play my guitar. After playing guitar for over ten years now I have always found it is a great stress relief that I am able to remove myself mentally from the situation. The chairman of Berklee College of Music, Suzanne Hanser noted 'that research has shown links between adults who play an instrument, and lower blood pressure, lower stress levels, decreased heart rate, and a reduction in anxiety and depression' (Flack 2022). Playing an instrument has allowed me to be resilient when in stressful circumstances. In comparison to other methods of stress relief, I would say playing an instrument has the most effective short term stress relief for myself.

To conclude, these methods of minimising stress and building resilience in the initial six months helped me get through the training and onto tutorship. Exercising was an effective way of building physical and mental resilience during this time. As well as reducing stress in the body, it prepared me for the role of being a police constable. The financial position I was in during training did put the greatest amount of stress on me. It was beneficial in car sharing to spread the cost. Furthermore, meditation was an excellent minor stress relief and build up resilience in comparison to the other methods because of how easy it is to do. Exercising requires going to the gym and playing an instrument is difficult with others around. On the other hand, playing an instrument was the greatest to minimise stress and build resilience. The versatility of a guitar allowed me to play different genres depending on how I was feeling.

Word Count: 1,076

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Mejia, Z. 2022. *10 Science-Backed Benefits of Meditation*. Forbes Health. Available at: <https://www.forbes.com/health/mind/benefits-of-meditation/#:~:text=Health%20Benefits%20of%20Meditation%201%20Stress%20Reduction%20Mindfulness-based,Mood%20...%208%20Increases%20Self-Awareness%20...%20More%20items> [Accessed 12 October 2022]

Flack, S. 2022. *Play an Instrument, Relieve Stress*. The Liverpool Academy of Music. Available at: <https://liverpoolacademyofmusic.com.au/play-an-instrument-relieve-stress/> [Accessed 12 October 2022]

Task 2

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

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

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

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

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

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

ANSWER:

The incident that follows is relating to a call I attended of a male had assaulted his wife. Both the male and female had previous markers for domestic abuse and assault against each other. Upon arrival, the first objective was to keep both parties separate. Fortunately, both were in separate rooms when me and a colleague arrived. My colleague went into speak to the female while I went into the other room with the male. After speaking with the male, he disclosed to me she hit him in the face with a marker pen. Another factor that changed my decision making was that their fourteen-year-old grandchild was upstairs.

With the information we obtained from both parties, I made the decision to have the male arrested as it was his actions that had caused the escalation and it was him that used physical violence first by throwing a chair at the female, when asked about this he did admit to it, but denied any wrongdoing.

The way this essay will be structured is firstly by discussing the powers and legislation used in the whole process and how they were applied and for what purpose. Moving onto the thought process of my actions and how my thought process was through rationale thinking and not instinct. Finally, other effective ways of communicating to manage the situation.

Powers and Legislation and Communication Methods

As I arrived, the lights were on in the house, there was no shouting coming from the property which I took into consideration when thinking of the National Decision-Making Model (NDM). The information provided that there was a domestic ongoing, on arrival the threat and risk were unknown. I considered our powers and policy, section 17 Police and Criminal Evidence Act 1984 allowed forced entry to save life and limb, but as there was no

clear signs of distress from the house, I started with the lowest option which would allow me to escalate if needs be. I knocked the door with a firm knock and shouted police to make our presence known. The female answered who from her body language was distressed, we made entry and located the male.

The male was detained, and his recollection of events were recorded by myself. I could tell by his unsteadiness on his feet that he was intoxicated, even though up until this point the males profiled behaviour had been passive, I understood that this could be a impact factor in the future. A further impact factor was that it was in his house and so he believed he was the one in control. This did cause a level of hostility as he did not want police there. However, I explained to him why we were there and that we could not leave until the matter had been resolved. As a result of this new information my risk assessment changed, I had created a greater reactionary gap between myself and the male, taking precautionary measure. I ensured that the door was open to the hallway so that my colleague did not have any obstructions. Furthermore, to stop the male leaving the room, I stood in the doorway to the room that both of us were in.

Upon reflection, it was when I did this the males demeanour changed. He asked if he could go in and see his wife in which I refused. I used the five-step communication model to try and negotiate with him. Firstly, asking him just to take a seat so we can establish what has happened in which his response was that nothing had. This was to determine whether he would follow requests from officers and explain why. I challenged that nothing had happened because he had a cut on his cheek in which he said he did himself from falling.

The males body language began to change further, he began pacing around the room and trying to shout to the female. For a moment, I remained at a passive level to try and bring him back down, but this was proving ineffective. I moved further into the hallway to try and make my colleague aware. He approached me and explained about the male throwing the chair and that he had to leave.

From this information I decided that an arrest had to be made as it was Domestic Related common assault. The male tried to take the opportunity that I had moved out of the doorway and into the hallway to speak with his wife. I blocked the doorway in front of him which caused he behaviour to escalate. I was at this point I explained in a calm manner that an allegation of assault has been made therefore he is under arrest. This was the moment of fight or flight for the male as he refused to accept it and tried to push his way upstairs. Using my powers under Section 3 Criminal Law Act 1967, I immediately grabbed the male's arm and put him into an arm lock. The male continued to try and get away from officers which indicated to myself that he was being actively resistant. My colleague had managed to get one hand in handcuffs, but the male was refusing to keep the other hand behind his back. To decrease the risk of the male breaking free, I made the decision to take the male to the floor, ground pinning him by placing my knee on the centre of his back.

The woman was concerned as to whether she would be charged or not, however it was clear that she was acting in self defence and once she had hit him once she stopped. I emphasised with her and explained that under common law self defence is allowed if proportionate.

Once the male realised that he was not able to get up and wasn't able to escape, his active resistance decreased and became passive once he accepted what was happening. I communicated with the male that he was under arrest. Stating the caution and asking him does he understand and any replies.

Once the male had calmed down and was not being actively resistant anymore, my necessity for force was also lowered, always Keeping in mind the mnemonic 'JPLANE':

Justifiable: At the time of using force it was justified because the male was actively trying to force his way past officers and trying to resist from being arrested. If the male did get past the officers it would have meant him posing a threat to either his wife or grandchild.

Proportionate: The use of force was proportionate at the time to restrain the male from getting past officers and to execute the arrest. Once the male had calmed down and was in handcuffs, there was only one officer holding his arm at any given time. Showing that the situation had been deescalated.

Legal: Methods used during the use of force were in line with section 3 Criminal Law Act 1967 and Section 117 Police and Criminal Evidence Act 1984.

Accountable: During the incident, body cams were on record and my collar number visibly present on my epaulettes. Upon arrival into custody I had given my number to the custody sergeant as the arresting officer and stated that force was used during the arrest.

Necessary: The force used was necessary at the time as the male was being actively resistant. Before the force was used I was only communicating with the male, it was only when I could see his profiling was escalating that I escalated. As soon as the handcuffs were on, no real force was used to restrain him.

Ethical: As stated previously, bodycams were used to film the whole situation and no unnecessary force was used against the male. His rights were upheld and he was treated with fairness by us hearing both sides of the incident. During the whole incident and on the way back to custody, I explained everything that had happened, why it had happened and what was going to happen.

After we got the male in the vans cage. He was still in complete denial that he had done anything wrong. His profile behaviour had now returned to the level of compliance. While transporting the male to custody, he was asking questions about what had been reported and why he was the one being arrested.

Using the mnemonic LEAPS, I tried to explain to talk to the male in a way that was firm but still upholding his right to be informed and myself held accountable. I would listen to the issues the male had, he felt that it was unnecessary that we had to use as much force as we did. As he was older in age as well, he believed that we were too aggressive with him. I tried to empathise with him that it must not be nice to be handled the way he did but explained my justification that he was trying to break away from officers when I was trying to arrest him and that we did not know what you would do if he had made it upstairs or in the same room as his wife. The male asked offence he was being arrested under and so I explained domestic common assault. I summarised that domestic common assault is

common assault that was between two people that are personally connected. Further explaining to him that he will have to be interviewed and that he could be held in custody for twenty-four hours.

In this incident, Karpman's Drama Triangle applied. In the first instance because both had assaulted each other, it was not evident of who was the victim and who was the persecutor. However, after speaking with both parties it became clear.

The persecutor became the male as he believed that as it was in his home he was in control, he blamed his wife for him acting out and did not believe he had done anything wrong. Even after being told that he was being arrested, he still believed that he could go upstairs.

The Victim of course then became the wife. She called the police as she needed professional help and felt powerless. Even after we informed her that we will be taking him to custody, she felt sympathy for her husband and worried what will happen to him. This proved difficult for us as she did not wish to make a statement and did not want to show her face outside in the street, worrying what the neighbours would think.

Thirdly, the rescuer, being the police, we take the victims problem and find a solution to solve it. In this instance it meant arrest of the husband. Furthermore, a level of guilt is felt when the victims problems cannot be solved.

To conclude, this incident did involve conflict that did test my ability to be able to handle conflict when it arose. Upon reflection of the whole situation, the only consideration I would make next time is putting the male into handcuffs sooner. After speaking with the female when she opened the door, there was a instinct that she was the victim. However, officers must act rationally and not on first instinct. In terms of the way it was handled overall, I handled the situation well and took control of it showing competence and being able to act under pressure.

Task 3

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

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

Critically explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

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

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.

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

ANSWER:

This incident involves a domestic assault that I attended which led to a further domestic related criminal damage and assault. A female had been assaulted by her partner and he was refusing to leave the house. The female was heavily pregnant and very distressed on the phone. The male was subsequently arrested and taken into custody. After the male's bail passed, he returned back to his partner's house and caused criminal damage and assaulted the female again. As being the officer in the case on the first domestic assault, I played a vital role in both the first and second occurrence by obtaining statements, directing the victim to the correct support and agencies. Taking further statements off the victim after the second incident of assault and criminal damage, ensuring that the victim was updated when there was a development. To explore this incident, the Gibbs Reflective Model (Gibbs, 1988) will be used to give a structure to this essay. Gibbs reflective model separates into description, feelings, evaluation, analysis, conclusion and action plan.

During the first incident when the suspect was arrested, I took the time to calm the victim down and speak with the victim regarding the incident. A colleague and I sat with the victim to get a statement off them to which they did not want to. The victim needed to understand that the police were there to help them. This incident was a domestic incident, which the Domestic Abuse Act (2021), defines domestic abuse as the

'behaviour of person (A) towards another person (B) is "domestic abuse" if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive'.

To determine whether the victim understood what this meant, I asked whether they felt that they were victim of domestic violence in which they agreed.

The effects of domestic violence that happens against women is imbalanced to that of males. Women are more likely to be victim of domestic abuse while in 'one study of 96 cases of domestic abuse recorded by the police found that men are significantly more likely to be repeat perpetrators and significantly more likely than women to use physical violence, threats, and harassment'. This was reflected in this incident because the male had been charged with domestic violence against his partner in previous relationships. Therefore, it was vital after carrying out an investigation and background checks while building the Crown Prosecution Service file that everything was documented from both the events and what the victim had said.

At the time of the incident, the victim would not provide a statement in which after being asked why, they stated they were too scared to. This was a common occurrence from domestic abuse victims, as Cooper wrote in The Guardian that victims may not report an incident due the abuse 'continuing; leaving may be emotionally hard or fraught with physical danger; victims may feel ashamed; they may have nowhere to go or no money with which to leave; there may be children who need time and support to resettlement' (Cooper, 2021). It was clear from the incident that the victim was too scared and afraid what would happen to the suspect.

The victim was also showed elements of Stockholm syndrome as the victim was trying to protect the suspect out of fear. Another factor of Stockholm syndrome is appeasement. Prior to the first assault, the victim was trying to appease the aggressor by showing them emotion and give them time and attention. 'Appeasement is also activated in situations of domestic abuse. Leaving the family group is not to be undertaken lightly. The abused child or partner, like the hostage, may be forced by circumstance to accept their subordinate status and their oppressive abusers' (Cantor, C. and Price, J. 2007). Once the aggressor was removed from the situation, the victim felt like they were able to talk and truly speak how they feel. When returning to speak to the victim after the second incident, the victim admitted that they allowed the aggressor to have that authority over him during the relationship.

Once that matter was handled I referred the victim to IDVA or Independent Domestic Violence Advocates. IDVA are a professional organisation that 'seek ways to empower you to make positive safe choices and they will liaise with other professionals on your behalf' (Independent Domestic Violence Advocates, 2022). This independent support was beneficial in providing support as it provided independent support from people who have experienced domestic abuse. This was one way to provide support to the victim as it is difficult sometimes for officers to understand what the victim is going through. I was able to explain who IDVA are and how they operate, the victim did appreciate this and asked can they be referred. With this consent I sent an email to IDVA that afternoon who got in contact with the victim directly. This was a very effective tool in providing support to the victim as it was a quick response time and independent from the police which can be beneficial for the victim. IDVA

After the second incident happened involving the criminal damage and assault, the female agreed to provide a statement regarding the first incident of assault. After taking the statement, I spoke to the female about what actions to take now in light of the new offence

that has happened. The male was wanted at the time of taking the statement and whereabouts unknown.

Victim Code of Practice Considered

The victim code of practice was considered throughout the process of this incident. Firstly, the victim was immediately spoken to and protected by removing the subject from the situation and being spoken to once the male had been taken to custody. I sat down with the female and got a first account of what happened. As we are victim focus lead in incidents, I ensured that the first right of the victim code was upheld, which states that 'Right to be given information in a way that is easy to understand and to be provided with help to be understood' (Ministry of Justice, 2020). I explained the process of what the options are available now and allowed her to decide on what action to take, being impartial the whole process and ensuring the female understood what the next actions meant.

As the case progressed, the decision of court was made. This was a frightening idea for the female as she was pregnant and was nervous about having to attend court with the male there. I further upheld the code of practice for victims by explaining the measures that could be put in place for victims attending court. An agreement that myself and the female came to was that she would prefer if she could have a video call from home when she needed to be in court. A victim personal statement was also explained to the female which I explained that it 'tells the court how the crime has affected you and is considered when sentencing the offender' (Ministry of Justice, 2020). The victim agreed to provide a victim personal statement but later to the date of the trial which supported right seven of the victims code.

Reflection

Upon reflecting on the incident with the Gibbs reflective cycle in mind. The feeling in the situation was that of adrenaline then ensuring that I was able to provide the best outcome for this person that had been victim of a serious crime. The male had previous conviction for domestic abuse as seen from warning markers, therefore it was vital that the female was supported.

Upon evaluating, the good thing to come from the situation is that I was able to provide positive action by removing the male from the situation and get the support that the female needed. The negative factor that came out of the situation was that the male was bailed which resulted in him reoffending. Even though this decision was made without my input, this would be something that I would discuss before the decision can be made.

Conclusion and Action

The way in which the situation was handled was overall to a good standard. The male was removed after the offence was disclosed and positive action was taken. The female was referred to IDVA and the victim codes were upheld. After the second incident the male was remanded which was a lesson learnt from the first situation.

In the future, what I would do differently is having a say when bail is being decided. This lead to the male reoffending which has caused the female more distress. As officer in

the case for the first incident, it felt that I had let the victim down. Furthermore, I would not take what I am told by family members and parties involved as fully factual. When searching for the male after the second incident, the family seemed to be cooperating by telling me where he could be and who his associates are, whereas they knew his exact whereabouts and which family member he was staying with which was different to what I was being told.

The actions I have taken since is enforcing the victim codes to a higher standard. Since this incident, I have ensured that the victim has a direct contact to me if I am the officer in their case. By doing this, it provides them with a point of contact instead of having to go through 101 and having to explain themselves to strangers repeatedly. I have further ensured that I have explained the circumstances are understood when bail is being decided, ensuring that the conditions that are applied will prevent reoffending.

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Her Majesty's Stationary Office. Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936239/victims-code-2020.pdf [Accessed 06 December 2022]

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 a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

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

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

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

ANSWER:

Intro

This essay surrounds an incident I attended where I was the active officer in the case (OIC) and oversaw the primary action of the case. I was the OIC of a malicious communication case which involved a boy (subject) and his mother (aggrieved). I over saw the gathering of evidence, obtaining statements, conducting interviews, working with other officers and to date, preparing the file to be handed onto the youth offending team.

I will give a brief explanation of the case in question to provide a suitable background for clarity and understand. Then, moving onto discussing how the National Decision Model was adopted for this case and how I upheld it along with the code of ethics.

Description of Incident

I received a grade 4 incident, grade 4 meaning that it could be processed in slow time as the threat of risk or harm is low. This incident was reported by them mother after she had received messages of a malicious nature from her son who was in a supported living for youths. The messages were over a certificate that the mother was not willing to provide. This resulted in the child sending messages threatening the family which lead the mother to report it to the police. The child lived in my attachment area whereas the mother lived in a different area of South Wales Police.

National Decision-Making Model and code of ethics.

The National Decision Making Model is a tool adopted by police to create a UK wide criteria of how decisions of being made by officers on a day to day basis. As stated on the College of Policing website 'the national decision model (NDM) is suitable for all decisions and should be used by everyone in policing. It can be applied: to spontaneous incidents or planned operations, by an individual or team of people [and] to both operational and non-operational situations (College of Policing, 2013) The different categories break down into six categories: Information and Intelligence, Assess Threat and Risk, Consider Powers and Policy, Identify Options and Contingencies, Take Action and Review What Happened, whilst circulating and repeatedly upholding the code of ethics.

Code of Ethics

CIPA

- Information that must be redacted

Bias and unconscious Bias

Reports

- Scarman Report 1982
- MacPherson Report
- Sir Ronnie Flanagan, Review on Policing Feb 2008

Review with reference to CPIA

College of Policing, *National Decision Model*. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model?highlight=national%20decision%20model> [Accessed 09 December 2022]

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 1000 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

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.

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed:

Date:

Unused Material

As stated in Blackstone, “force should only be used by police officers when justified, and must be applied proportionally to protect the officers or others” **page 361**