



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

For this task I will discuss and compare three coping strategies that I have applied to develop resilience and minimise stress since I began my role as a Police Constable in September 2023.

The burden and impact of stress and the subsequent decline in mental health of emergency workers is documented in the 2021 report “Behind the mask – How the coronavirus impacted the health of emergency responders” (See bibliography). A key finding of this report was that 69% of emergency responders said their mental health had declined since the start of the pandemic. To put this into a policing context, 61% of those surveyed were from the UK police service. Further findings of this report were, that there has been an increase in emergency service workers reporting their mental health as poor or very poor, from 14% in 2015 to 25% in 2021. My interpretation of the relevance of this report is that it helps to demonstrate the importance of emergency service workers having both early and easy access to tailored support from their organisations and also education and empowerment on developing coping strategies to deal with the stresses of the roles and help improve resilience.

The three strategies I have applied that I will discuss and compare here are -

1. Physical Exercise
2. Coaching
3. Reflective Practice

Firstly, the strategy of physical exercise.

The benefits of physical exercise on both physical health and mental wellbeing are explored in an article entitled ‘Let’s get physical’ (Wand, et al., 2008), during which they touch on many benefits of exercise including the benefits to mental health. They also state that some possible mechanisms to the links associated with increased exercise and improved mental well-being have been identified (Daley, 2002), these being –

1. The hyperthermic model – linked to an elevation in body temperature.
2. The endorphin hypothesis – caused by release and binding of endorphins.
3. Self-esteem and self-mastery – enhanced self-perception.
4. Distraction – diverting attention away from stressful situations and thoughts.

The best exercise for my own personal mental health is road or trail running. I find being out in the elements helps me to zone out and reach a state of flow and that my best ideas and reflections come to me when I am out running. All I need, is the ability to recall them

when I return home! All four of the mechanisms outlined above could be linked to my running, though I personally relate more to the distraction mechanism.

The additional merits of physical exercise that are specific to the role of the police officer, are linked to our ten standards of professional behaviour within the College of Policing Code of Ethics, and in particular the professional standard of 'fitness for work'. My personal opinion is that I would consider amending the professional standards held within the code of ethics and splitting fitness for work into the two distinct elements of emotional and psychological fitness for work and physical fitness for work.

Another strategy I will touch on is coaching. Coaching a junior rugby team at Gowerton RFC helps in detaching myself from the stresses of work life. I currently coach an under 16 team and will progress to coaching a youth team in the upcoming 2023 – 2024 season. One of the main merits of this coaching on my emotional well-being is that I feel I can give something back to the community and also help in the positive emotional and physical development of young people in the community by helping them to develop a team working ethic, physical fitness and social skills.

I believe the benefits of contributing positively to society are linked to the theory of Generativity from Erik Erikson (Snow, 2015). What does generativity mean to me personally? I would describe it as the willingness and ability to contribute positively to society and the community by passing on practical skills, ethics and values to younger generations.

The theory is also linked to a quote below from Sean Fitzpatrick a former New Zealand All Black rugby captain that I came across in the book Legacy,

“What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others”

(James Kerr, 2013 - Legacy, What the All Blacks can teach us about the business of life, Ch XIV, Pg 171).

Thirdly, I touch on the strategy of reflective practice. Through previous experience in a capacity as an emotional intelligence coach I have researched various models of reflective practice such as Gibbs, Kolb and Rolfe. I have applied the model of Rolfe (Skinner & Mitchell, 2016) throughout initial police training and have attached an example of this practice in appendix 1. In this example reflective practice has enabled me to formulate an action plan, based on a practical experience which is also linked to the national decision model.

The three coping strategies discussed have all benefited me in managing stress and developing resilience during my initial training, though all three differ in their benefits and drawbacks.

The strategy I will prioritise most moving forward will be that of physical exercise due to it's links to improved mental health and the link to fitness for work. One potential drawback of this strategy is finding the time regularly while on a changing shift pattern.

Reflective practice will also continue to be utilised and be beneficial especially while learning as a probationary officer and no doubt beyond that period. Work and time constraints can sometimes be a barrier to prompt and effective reflection, though with regular practice I find it becomes an engrained habit.

Finally, rugby coaching will continue to form large part of my life. The benefits to me personally are, that it aligns with my values in adding positively to my community and

helping to develop young people as good citizens that in turn, contribute positively to society themselves. One drawback will continue to be the time that this takes and fitting it all in around a busy work and family life.

During research on this topic, I came across a programme on BBC iPlayer. 'Belonging – Riding the waves' (iPlayer, 2023) which focused on using surf therapy for emergency workers suffering with mental health issues. Considering this, one step for the near future for myself will be to take up surfing. This will hold benefits for me personally as I believe this will help extend my friendship groups even further, benefit my physical health through exercise and benefit my mental health as I love spending time around the coast of the Gower Peninsula.

Word Count = 1092

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Appendices

Appendix 1 – Reflections with NDM – 20th Jan 2023 – Public Order Practical

Reflections based on Rolfe's model of reflection

- What happened?
- So What?
- Now What?

1. What happened?

Public order practical's on 20/1/23 with Mollie Jenkins.

Location – Waterton

Two scenarios.

First scenario – Pavilion party - Self score 7/10

Strong points –

Professional teamwork and communication with partner.

Did not rush in but came out with a dynamic plan.

Good safety consideration not leaving partner isolated.

Assertive tactical communication.

Effective arrest and communication with bystanders

PNC person check.

Effective radio comms.

Didn't leave suspect once arrested.

Development points –

Keep WL updated with what is going on.

Check in with bystanders to ensure there are no injuries.

Take details from bystanders and witnesses.

Continue to dynamically assess as while watching Mollie she was on her own for a few minutes until support arrived.

Second scenario – Waterton arms fight - Self score 4/10

Strong points –

Swift assessment of situation and communication with WL

Effective use of force.

Consideration of preservation of life and care of casualty.

Development points –

Maybe rushed in a little too fast – More Comms with WL maybe.

Tac Comms – what would change in offender behaviour if I inform them early that body cam is recording?

Baton was first option – could Parva or other options have been used first? Can you JPLANE multiple baton strikes?

Security of baton – taken from me by member of public.

What other resources could we have called? – Taser officers etc

Could have tried to keep WL updated more as to what was happening at scene.

While with casualty could have asked some questions on who attacked them?

1. So What?

Early comms and personal safety considerations with Mollie were good, coming at both scenarios from a 10 – 2 approach. Possibly needed to think what more information we could have communicated to PSC before engaging with the groups and also throughout scenarios.

Tac comms were assertive though there was no communication from me on the second scenario to indicate my body worn camera was recording.

There was good consideration to preservation of life from a positive side and remained calm while with the casualty. Could have gathered some information while taking care of the casualty.

Personal safety was at risk due to the storage of my baton in the rear of my vest at the Waterton Scenario.

After the confrontation came to a close could have taken a breath in order to control adrenalin and calm everyone down a little more at the Waterton arms scenario.

2. What next?

Action plan – reference to NDM



1. Step 1 NDM – Gather info and intelligence – Continue to gather these during situations i.e. from casualties and bystanders when appropriate.
2. Step 2 NDM – Take one step back with partner and communicate with each other in order to develop a safe working strategy. In the instance of scenario 2 think tac comms and communication of body cam recording and how this could impact offender behaviour (Step 4 NDM also).
3. Step 3 NDM – Ensure early and continued comms with PSC to ensure the working strategy is kept on track.
4. Personal safety – Store baton in trousers not rear of tac vest.
5. Tac Comms – Take breath and bring pulse and adrenalin back down. This should ensure comms are brought down effectively e.g. “It’s all over now, I don’t want to fight you”
6. Ensure good comms when support arrives on what exactly is happening and what you want them to focus on.

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 policing incident I shall reflect upon for the purpose of this task occurred in May 2023 where after attendance at a G1 call, my colleague was assaulted by a member of the public.

To put this incident into a broader national context the Office for National Statistics figures for assaults on police officers to March 2022 (ONS, 2022) return the following figures –

“In the year ending March 2022 there were just over 41,000 assaults on police officers in England and Wales (including British Transport). Of which:

- 29,491 were crimes of “assault without injury on a constable” recorded across all forces an increase of 11% compared with 26,539 in the previous year*
- 11,730 crimes of “assault with injury on a constable” recorded across all forces (including British Transport Police), a small increase of 2.6% compared with 11,429 in the previous year”*

The regional context for South Wales Police from the above quoted source showed the following figures –

- Total assaults on a police constable (with or without injury) totalled 782
- Police recorded crime - Assault without injury on a constable were 496
- Police recorded crime - Assault with injury on a constable were 286

This trend shows a small rise in total assaults on police constables in South Wales Police over the previous year ending March 2021 of 1.7% (ONS, 2021).

In an organisational context, South Wales Police takes a strategic approach to managing assaults on officers through Operation Hampshire. This approach looks to provide the most comprehensive support possible for officers and staff through the implementation of a seven point plan. This can be seen in Appendix 1 of this task.

Operation Hampshire took priority following the incident with full support for my colleague, appointment of an appropriate officer in case, provision of a victim personal statement and a victim focus referral and individual de-briefs with my colleague and myself in order to capture any lessons learnt.

In order to reflect on this incident, I will utilise the Kolb model of reflection. (Turesky, 2005). This model involves four stages as follows –

- Concrete experience – what happened?
- Reflective observation – thinking about the experience.
- Abstract conceptualisation – learning from the incident.
- Active experimentation – practical application of what has been learnt.

Concrete experience

Myself and another officer responded to a G1 call then came in Neath town centre where the suspect had been asked to leave a public house.

Upon arrival, we observed a single male matching the description provided to us by CCTV operators, talking to a female. We approached the male, who was already displaying aggressive verbal resistance.

We were given a suspect name via control works and my colleague tried to communicate with the male to ascertain if he was indeed the male identified.

Following a verbal exchange where we utilised tactical communications in order to try and ascertain his identity, the male backed away and my colleague then went to speak to the female that the male had been talking to when we arrived.

The male then ran towards my fellow officer, grabbed him and punched him in the face causing a cut to his mouth. My colleague had fallen to the floor but began to regain his feet.

I decided to communicate via radio for assistance as I could see my colleague was unsteady after receiving a blow to the face.

The male proceeded to make off and we both gave chase on foot.

My colleague then utilised the red dot function on his taser at which point the male dropped to the floor. The male was then handcuffed to the rear, arrested and cautioned.

By this time my colleague was bleeding heavily from the facial wound and after first aid was administered he was taken to hospital.

The male was then taken to custody at Swansea Central Police Station.

Reflective observation

Reflecting back on the experience, it was a stressful experience that appeared to last a long time though in reality, it all happened very quickly. There were lessons within the experience that could help me and my colleague improve our professional practice. There were instances during the entire incident that could have led to a different outcome and whereby we could have gained control of the situation and perhaps my colleague may not have been assaulted. On a personal note, the incident stayed at the forefront of my mind for the remainder of the shift and also prevented me from resting sufficiently between

shifts. Thoughts went to my colleague and his welfare whilst also analysing my own performance.

Abstract conceptualisation

There were learning opportunities from this incident I have captured below –

1. Radio communication with CCTV operators once at the scene could have clarified the identity of the male we were looking for.
2. Radio communication with PSC prior to engaging with the male could have also identified the warning markers that we became aware of later.
3. A level of complacency surrounding offender behaviour sometimes occurs when officers have not had to deal with conflict for a period of time. This may have been a contributing factor in this instance.
4. Greater control of the male could have been achieved by officers at an earlier point with better positioning.
5. It was clear during the incident that a tactical communication approach and five step appeal was not going to aid in managing the situation, so a more hands on approach may have been beneficial earlier on.
6. A learn for me was to commit a course of action earlier during conflict. I managed to find myself caught between three possible options once my colleague had been assaulted.
 - a. Communicate the situation via radio.
 - b. Utilise my parva spray.
 - c. Get hands on at close quarters.

The delay in making a decision meant that a foot chase was then necessary placing others in the area at risk from the male.

Active experimentation

This is an ongoing process as the incident happened around 14 days prior to writing this reflection. I now find myself approaching every G1 call with a heightened state of consciousness and awareness that offender behaviour could pose a threat at any moment.

A debrief with my acting Sergeant at the time, viewing CCTV footage was useful in identifying some of the learning points in the abstract conceptualisation section and highlighting that early control is critical to conflict situations. This can be done through positioning myself physically in a position that facilitates early control and also ensure I commit to a control tactic early having JPLANE'd the decision. Thus, ensuring any tactical decision is –

- Justified
- Proportionate
- Legal
- Appropriate
- Necessary and
- Ethical

Active experimentation will continue and more Swansea after dark shifts attended in order to expose myself to an increasing number of conflict situations.

Reflection utilising models and theories

In terms of reflection utilising models and theories I refer to transactional analysis and ego states (Solomon Ph.D.,). This model was developed by Dr Eric Berne a Canadian psychiatrist. A basic explanation of the model is that it defines communications between people as transactions and Berne goes on to define three ego states, that of child, adult and parent. Berne concluded that the most effective form of communication or transaction is two people communicating in an adult to adult ego state and that depending on circumstances the least effective would be parent to child communication. This could be further broken down into the scolding or nurturing parent to child communication, the nurturing being the more effective of the two.

Relating this model to my incident of conflict it was clear that the suspect remained consistently in child mode. While efforts were made by officers to stay in adult state, it was a challenge as there was a real need to have to move to parent state in order to gain an element of compliance from the suspect. While I feel that an awareness of these ego states is a good thing to have in these circumstances, I can't see that there was anything further we could have done to bring the interaction back to adult to adult as attempts had been made to reason with the suspect.

This model has its merits, as you can coach individuals in potential conflict situations to develop strategies to maintain adult to adult communication, however one pitfall of the model when relating it to policing incidents, with potentially high degrees of physical and verbal resistance, is that it may be unlikely that once resistance is elevated to a certain degree in a suspect, it becomes increasingly challenging to return them to adult ego state. Contributing factors that may prevent them returning to the adult state are the use of intoxicants and controlled substances.

The professional policing context

In order to reflect on the incident in a policing context I will refer to the police national decision making model. (College of Policing)

Taking stage one of gather information and intelligence, this was a step where improvements could have been made. While enroute to the incident we could have made attempts to elicit more information on the subject, as it transpired that he did have warning markers for violence and schizophrenia. This knowledge would have meant we may have adapted our approach to the subject.

This need to gather more information had to be balanced with a rapid response to get to the incident quickly as this was a G1 call. Time to arrival at the call was also short as it was less than two minutes travel time from our location.

Looking at stage two of the national decision model, assess threat and risk and develop a working strategy.

Our initial assessment of the level of threat and risk was that it was low risk as it appeared to be isolated to one person acting aggressively towards others and subsequently being asked to leave a licensed premises. No offences or injuries had been disclosed at that time and there were no reports of weapons involved. There was also no intelligence as to what the subject had said regarding the possible attendance of the police. The working strategy on arrival at the incident was to manage the subject through tactical presence and

communication. This appeared to work initially as although looking at offender behaviour, the subject was offering a high degree of verbal resistance, he did begin to move away. Looking at the offender profile he appeared intoxicated but not to a degree that it affected his co-ordination. He was also a tall male of athletic build which also needed to be taken into account.

The working strategy we had adopted had to adapt rapidly during the incident as the offender behaviour changed rapidly to aggressive physical attack. The resulting change in strategy was to establish control of the subject as soon as possible in order to neutralise the current threat to the public and ourselves. This was achieved by tactical use of a taser red dot with no deployment.

Reflecting on this, the level of threat and risk could have been increased if we had been made aware of the offender behaviour in the licenced premises as, while he was in the licensed premises he is reported to have stated, when informed that the police had been called "*Bring them on, I'll take them all on*". Having this level of knowledge prior to arrival at the scene would definitely have changed our working strategy.

In relation to stage three of the national decision model, considering powers and policy, the initial approach prior to arrival was to potentially move the male on and only arrest if it became necessary to arrest for breach of the peace.

Due to the rapid escalation and the assault on my colleague a Section 24 PACE arrest became necessary.

On reflection here looking at the warning marker for schizophrenia for the offender, had we been in possession of this information and further information gathered on his behaviour then a judgment could have been made on whether a section 136 of the Mental Health Act 1983 could have been an option in this instance.

Consideration should also be given here to the effect of alcohol on schizophrenia as it would appear that the male had been drinking alcohol. The NHS state the following in terms of alcohol consumption in patients suffering with schizophrenia –

"Regularly drinking more than the recommended amount of alcohol or using illegal drugs can trigger psychosis and make symptoms of schizophrenia worse." (NHS, n.d.)

Looking at stage four of the national decision model in identifying options and contingencies, our first option was to get the male to go home of his own volition. The contingencies here were to utilise a dispersal order under the Anti-Social Behaviour, Crime and Policing Act 2014 or to arrest for a breach of the peace if he failed to comply with our instruction.

Moving to stage five of the model, we were then triggered into action by the offenders behaviour. Operation Hampshire was helpful at stage five also as the de-briefs provided a formal structure for reviewing what happened, capturing lessons learnt and action planning for the future.

There were no cultural, ethical or language issues encountered during this incident as the male involved was a white, British male.

Word Count – 2200

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Appendices

Appendix 1

Assaults & Hate Crime On Police Employees



7 Point PLAN

Our pledge to you

The safety and wellbeing of our staff is a priority for South Wales Police. We will not tolerate assaults or hate crime against our staff and we will do all that we can to improve your safety and support you should the worst happen.

The Chief Constable's 7 Point Plan sets out how we will respond as an organisation and what you can expect as a victim.

What we will do		Why is this important to you
All assaults and hate crimes against our staff will be investigated with the same care, compassion, diligence, and commitment as an assault or hate crime on a member of the public.	1	It is essential you report all assaults and hate crimes against yourself so that primarily we can provide support to you but also bring offenders to justice and minimise risk of reoccurrence to others.
The Victims Code applies to all police officers, staff and volunteers who have been subject to assault or hate crime.	2	As a victim you will be kept updated, and we will discuss possible outcomes, and take account of your point of view before deciding an outcome.
The affected officer or member of staff will never be the officer in charge of the investigation.	3	You should not take statements or investigate the offence. It could undermine the integrity of the investigation and impact you as the victim.
We will support our victims and provide the most appropriate welfare and supervision.	4	As a victim the impact of an assault or hate crime can be different for everyone, and your supervisor should meet with you as soon as possible, they will be aware of the potential effects of the incident.
Supervisors' must report the incident using the injury on duty form and record the crime on Niche.	5	Your supervisor should ensure the incident is correctly recorded. They will outline next steps in terms of the investigative process and support plans for you.
Supervisors' must notify the BCU Commander/ Head of Department to provide continuity of welfare support and management of the investigation.	6	Occupational Health, relevant staff associations, Police Federation, Superintendent's Association, and Trade Unions can provide bespoke support if you require additional support.
To achieve a successful prosecution, we will always present the best evidence we can and we will review lessons learnt.	7	It is really important you provide the best evidence to bring the offender to justice and complete a Victim Personal Statement as this can impact sentencing and may be useful in assisting with your recovery.



Jeremy Vaughan
Chief Constable
South Wales Police



Task 3

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

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

Critically explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as 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 during the **investigative process**.

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

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

ANSWER:

To answer this task, I will focus on an occurrence that is still under investigation. This incident involved an allegation of Common Assault under Section 39 of (Legislation.gov.uk, 1988).

Section 39 stating –

“Common assault and battery shall be summary offences and a person guilty of either of them shall be liable to a fine not exceeding level 5 on the standard scale, to imprisonment for a term not exceeding six months, or to both.”

For the purposes of the aforementioned legislation, an assault is defined as –

“Any act which intentionally or recklessly, causes another person to apprehend immediate and unlawful violence.”

In order to reflect on the incident I have chosen the reflective practice model of Gibbs (Gibbs, 1988).

This cycle involves six stages –

1. A description of the experience.
2. The feelings and thoughts relating to the experience.
3. An evaluation of the experience. From both positive and negative perspectives.
4. An analysis to make sense of the experience.
5. A conclusion about what was learnt and anything that could have been done differently.
6. An action plan detailing how I would use any learnings in similar experiences moving forward.

1. Description

A colleague and myself arrived at a call following a report of a male being assaulted by his step son. The parties were separated on arrival and accounts taken from both. Accounts were also taken from a witness in the area at the time of the alleged assault.

I then arrested and cautioned the step son on suspicion of Common assault and Battery against his step father. The step father stated that he had been punched several times and he had sustained a cut on his left ear.

Custody of the male was approved at Swansea Central Police Station and we then returned to the scene in order to take statements from the step father, his wife and any additional witnesses. Enquiries were also made in order to ascertain if there were any CCTV cameras in the area. Following these enquires and an interview, the male was bailed and released under investigation.

2. Feelings and thoughts

Feelings and thoughts while on the way to the incident were primarily concern for the safety of the public and then of ourselves as officers. As the report seemed to detail just two persons involved in the disturbance and no weapons were mentioned, this lessened concern around the severity of risk.

On arrival thoughts went immediately to safety and to ensuring parties were separated, which they were when we arrived.

I experienced empathy for the victim immediately as he appeared to have a cut to his ear following an alleged assault. I recall thinking that I needed to remain objective and impartial as some of my earlier experiences within policing have shown me that there are always two distinct perspectives on what has happened.

I then experienced concern for the safety of my colleague as he was with the alleged suspect who was becoming very animated and defensive in his mannerisms and behaviour.

On arrest of the suspect thoughts again went to safety of myself, my colleague and also the suspect. Having experienced eight arrests up to that point I was becoming more comfortable with the process though there is always adrenaline that needs to be managed. Given the offender profile of being a young fit person who had a healthy physique, I was acutely aware of the potential of the offender behaviour to escalate to a high degree of physical resistance. This awareness in turn had an impact on adrenaline levels in myself and also elevated heart rate.

As arresting officer, I needed to make a decision regarding the necessity to arrest and given that the RP was injured in the altercation, and that fact that he had reported the incident to the police, I decided that I needed to arrest the uninjured party who the RP had identified as the suspect. These facts impacted on the empathy I felt for both parties, complicating factors such as, the fact that this was a family domestic related incident were also considered along with potential for other methods of disposal such as restorative justice.

3. Evaluation

In terms of evaluating what was good and bad about the situation from a policing perspective I reflected on the following points –

Good	Bad
Early control was established as parties were separated. This reduced level of threat and risk.	Colleague was initially alone with a very animated suspect
No use of force was required due to early use of presence and tactical communication skills.	Arrest was only the only real option for disposal.
Further tactical communications calmed the suspect down.	

What did I contribute to the situation? A personal strength is a sense of calm and I felt I managed to de-escalate a conflict situation quickly through tactical presence and communication.

What did others bring to the situation? My colleague is also very good at looking for investigative lines of enquiry. He managed to do this by seeking out potential witnesses and passive data generators once the situation was under control. The custody sergeant was also very personable and empathetic with the suspect while checking into custody.

4. Analysis

Why did this incident go well? Primarily on reflection this is mostly due to effective communication with all parties but also between myself and my colleague.

Is there any knowledge that can help me understand the situation? Knowledge and understanding of the complex relationship between the RP and suspect would have helped from the onset. This however, this only became apparent when taking a statement from the RP once the suspect was in custody.

5. Conclusions

What did I learn from this situation? I learnt that my strengths of remaining calm, my personal presence and tactical communication can help both injured parties and suspects remain calm.

I learnt that the national decision model works well in terms of gathering as much information and intelligence as possible prior to reaching decisions on actions and disposals.

6. Action plan

If I had to do the same thing again, one thing I would change would be to get closer to the suspect prior to informing them that they were under arrest. This would prevent them from potentially trying to make off. This was suggested by my tutor at the time as I asked them for feedback directly following the incident.

Since this incident, on subsequent arrests, I have made efforts to ensure I am closer to the suspect.

One issue with this approach can be ensuring you are close enough maintain control but also being aware of potential risks to officer safety such as being inside the fighting arc.

There were several competing issues as part of this investigation that are listed below.

- There were cultural and language issues as the victim was originally from Turkey while the suspect and his mother were from Russia.
- Victim and suspect were stepfather and stepson making this a complex domestic related incident and therefore a public protection notification needed to be submitted.
- The victims code of practice needed to be adhered to.
- There were complex needs for the suspect as he is alleged to be developing a dependency on cannabis which is impacting his behaviour.

These issues are explored further below.

Though language issues could have prevented effective communication with both victim and suspect, both spoke very good English so no translators were needed. From a cultural perspective the victim being of Turkish nationality and the suspects of Russian nationality, could this have been a contributing factor to the conflict? I would speculate that this would not have been a contributing factor as they had both been known to each other for some time and no previous incidents had occurred during that time.

There is obviously a familial link to the incident as victim and suspect are step father and step son. This familial link may be a contributing factor to the conflict as although the suspect is aged twenty at the time of the incident, there is a great deal of evidence to show that previous exposure to Adverse Childhood Experiences or ACE's can lead a young person to eventually offend themselves. The wealth of data around this explored in a local government report (Local Government Association, n.d.). It was noted by myself on initial attendance at the incident that a Niche search on the parties had uncovered a previous occurrence involvement of the victim in a domestic related assault on his partner, whereby he is alleged to have assaulted her. This connection and associated exposure to previous domestic violence incidents could mean that the suspect already had one risk factor working against them.

The Code of Practice for Victims of Crime in England and Wales (Victim's Code) (Ministry of Justice, 2021) details twelve rights or services that a victim of crime has. It also sets out the minimum standards that must be adhered to by service providers. Relating to this incident, a victim focus referral was discussed with the victim but this was declined at that time. Also, a victim personal statement was discussed in order to detail the impact of the alleged assault on the victim. This was not given at the time of taking a statement but is something the victim would consider prior to any case going forward to court.

The investigation is still ongoing and the suspect has been bailed, so the victim will continue to receive regular updates on the investigation.

There are complex needs of the suspect that arose from the incident, as it was disclosed by his family that he appears to developing a habit of regular cannabis use. The victim in particular, felt that this was becoming an issue and contributing to an increase in incidences of conflict between them. Linking this again to the local government report (Local Government Association, n.d.) on the relationship between family violence and youth offending, the suspect does have an additional risk factor to the previous ACE's. This is the risk factor of substance abuse that could be a contributing factor in offending. This was detailed by officers while booking into custody so that appropriate support services could be offered to the suspect.

On dealing with this incident consideration was given to The Human Rights Act 1988 (Legislation.gov.uk, 1988) and Article 5, The Right to Liberty and Security. Article 5, section 1 c of the aforementioned act states that no one should be deprived of liberty unless –

“the lawful arrest or detention of a person effected for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence or when it is reasonably considered necessary to prevent his committing an offence or fleeing after having done so;”

Given the reasonable suspicion I had that the suspect had committed the offence, I was satisfied that compliance with this section was met.

Section 2 of Article 5 of The Human Rights Act 1988 states that –

“Everyone who is arrested shall be informed promptly, in a language which he understands, of the reasons for his arrest and of any charge against him.”

The suspect was informed of their arrest, time of arrest, reason for the arrest, cautioned, provided with the necessity and asked if they understood.

Though this then concluded my active involvement in the arrest and detention process after presentation of the suspect at custody, I am satisfied that sections 3,4 and 5 of The Human Rights Act 1988 have been complied with as the suspect has now been bailed pending further investigation.

Word Count - 1920

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Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

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

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

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

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

ANSWER:

The incident I shall critically explore involves the offence of a Breach of restraining order in May 2023.

Restraining orders are meant to be both preventative and protective and the most up to date legislation covering restraining orders is The Sentencing Act 2020.

While researching this task it was a challenge to obtain accurate government statistics on breaches of restraining orders.

I did manage to locate a BBC source (BBC, 2022) which quoted Ministry of Justice figures. These statistics showed a marked decline in prosecutions, convictions and sentences for breaches of restraining orders from 2018 to 2021.

Additional conclusions from the data reached by the BBC article were –

- Approximately one quarter of Domestic Violence Protection Orders that were issued have been breached every year between 2018/19 and 2020/21.
- Convictions for breaches of domestic violence related Non Molestation Orders have dropped by 7% in the last five years, despite the number granted rising by 48% in the same period.

I feel this trend will no doubt, have a knock on effect in the willingness of victims to come forward if they feel that breaches of such orders are not being taken seriously.

The reflective element of this task will be framed around the reflective model of Gary Rolfe (Rolfe et al, 2001). The model has three distinct sections which I find has merits due to it's ease of use and which also facilitates rapid reflection and reasoning.

The three sections are -

1. What?
2. So What?
3. Now What?

What happened?

The incident itself involved a response to an anonymous call that there had been an alleged breach of a restraining order at an address in Tennants Grove in Skewen.

The call had stated that a male was at an address in Tennants Grove and that as part of the court order he was not permitted to be within 50 metres of that address, the order itself being valid until 2027.

We arrived at the address and body worn video cameras were activated.

My colleague entered the property while I remained outside monitoring a side gate of the property. This was advised by my colleague as she had previous experience of dealing with this male and had experienced him making off from officers in the past while they had been attempting to detain him. My colleague had also experienced the male being aggressive and resisting arrest in the past.

After a very brief period of searching my colleague located the male in question hiding in a summer house of the rear garden of the property, behind an old shed panel in the summer house.

I then proceeded very quickly through the side gate as I was aware of the potential impact factors of the male, the fact that my female colleague was on her own with him and that she had experienced aggression with him in the past.

When I arrived, the male seemed complaint though due to his past history we got hands on immediately in order to prevent his disappearance.

The male knew that he was in breach of a court order and knew that he would therefore be arrested. As he knew this would be the case and was compliant, he requested that he not be arrested in front of his son who was downstairs at the property. The fact that he was compliant meant that we were comfortable with his request and we escorted him into a front room of the property, away from his son, where I placed him under arrest, cautioned him and informed him of the necessity and time of arrest.

The male was then escorted to custody in Swansea Central Police station where his detention was authorised.

The incident proved deeper in complexity as it transpired on deeper investigation that the victim in the case was happy for the male to be present at the property. This was stated by the male firstly when he was presented to the Custody Sergeant and taken through the circumstances behind his arrest. He stated that although a court order was in place that the victim had consented to him being at the address and that he was under the impression that she was willing to write to the courts in order to have the order rescinded.

My colleague and I then returned to the address to take a statement from the victim. The victim stated that she did not want to make a complaint but that she was willing to provide a negative statement. I questioned to her as to why the male was at the address to which she stated that she lets him stay there in order to have access to their son. She stated that they were partners previously but that due to previous incidents of domestic abuse, they

had separated. She stated that though she had allowed him to stay and the address, they were not currently in a relationship. She did not corroborate the males statement at custody, that she was considering writing to the court to have the order rescinded.

So what?

Although the victim in this case does not wish to make a complaint, this still needs to be documented and as this was an offence going against a court order, it requires further investigation. Part of that investigation was to re-visit the victim while she was not in the presence of the offender as she may well have wanted to express the wish to make a complaint while not in his presence.

The Code of Practice for Victims of Crime in England and Wales (Victim's Code) (Ministry of Justice, 2021) still needed full consideration and the opportunity for the victim to discuss a victim focus referral and a victim personal statement afforded to the victim.

Reflecting on how we managed the offender, I feel that this went well given previous experience with this offender that my colleague had undergone. I feel that this was due to tactical presence and effective communication. We always maintained a calm but firm approach to communication. I also feel that the presence of the offender's son at the property had a positive effect on the offender's behaviour.

Communication with my colleague was very effective at managing the situation with a high-risk offender and minimising the risk of him making off from the scene.

Now what?

Further application of the calm but firm communication approach will be applied in further incidents.

Ensure the effectiveness of communication is maintained as this helps to formulate a working strategy of how to manage offender behaviour effectively.

Although the victim here did not wish to make any complaint at this stage, I felt it was important that the victim was given ample opportunity to do so and also to discuss the Victims code of practice. I feel this especially important looking at the previous figures that have been explored surrounding breaches of restraining orders and the impact that this has on victims.

The National Decision Model and Code of Ethics

Linking my the incident to the National Decision Model (NDM) and code of ethics (College of Policing, 2014) to the incident, how did this impact my decision making and use of discretion?

If we look at step one and two of the NDM first. Enough information and intelligence was gathered from my colleagues knowledge of the offender and information on Niche that enabled us to assess the threat and risk and to develop a working strategy of how to engage with the offender, should he be present at the property. This strategy involved clear positioning and communication between the pair of us in order to execute an effective arrest.

Considering step three, consider powers and policy, I took time to understand the conditions of the order that was in place at that if the offender was indeed at the address that we did have power of arrest. This was under Section 363 of The Sentencing Act 2020 (Legislation.gov.uk, 2020) which states –

- (1) *"It is an offence for a person who is subject to a restraining order without reasonable excuse to do anything prohibited by the restraining order.*
- (2) *A person guilty of an offence under this section is liable—*
- (a) *on summary conviction, to imprisonment for a term not exceeding 6 months, or a fine, or both;*
- (b) *on conviction on indictment, to imprisonment for a term not exceeding 5 years, or a fine, or both."*

Looking at step four of the NDM, identify options and contingencies, this mainly involved us considering our next steps if the offender was not present and any further enquiries that needed to be made. Also covered here were options if the offender offered up a high level of resistance including possible taser use by my colleague.

Reflecting on step five of the NDM, take action and review, we acted promptly which led to a successful and safe arrest of a potentially dangerous offender. I also feel that the manner in which we communicated with him led to the level of resistance being minimal.

At the heart of the NDM is the Code of Ethics (College of Policing) which covers the policing principles and standards of professional behaviour that all policing decisions need to be based around. Relating this incident to the Policing Principles I feel that we demonstrated Fairness and respect to both the victim and the offender at all times which was evident by the low level of resistance we encountered. We were also fully objective in our decision making and the choices we made were based on professional judgement. The strong points that relate to the standards of professional behaviour within the code of ethics, from this incident are –

- Authority, respect and courtesy – I feel that as we demonstrated this at all times, it was repaid to us via a high level of compliance from the offender.
- Use of force – though I was conscious that the offender had a history of offering high levels of resistance, the use of force was proportionate to the low level of resistance that he displayed. This was evident when he requested not to be handcuffed in front of his young son, which was a request we granted.

My responsibilities in terms of this investigation fall under Part II Section 23 of the Criminal Procedure and Investigations Act 1996 (Legislation.gov.uk).

Within this legislation it states that – The Secretary of State shall prepare a code of practice containing provisions that cover all aspects of any criminal investigation.

Part of this code of practice is a section that states –

*"The code may include provision—
that a police officer identified in accordance with prescribed provisions must carry out a prescribed activity which the code requires;"*

My role in the investigation in addition to being arresting officer was Investigating Officer and Interviewing Officer, as part of the role it was required that I investigated all reasonable lines of inquiry that pointed both towards and away from the suspect.

I also needed to ensure that the disclosure meeting with the legal representative was conducted and that the interview was conducted and recorded compliantly.

Also, once conducted that all material was retained such as body worn video footage and interview recordings uploaded to NICE Investigate and linked to the correct occurrence.

A full case file was prepared in Niche prior to the end of that shift in the form of a red file as an application for remand of the offender was made to the Crown Prosecution Service.

Word Count - 1908

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Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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: ...Mark Wells.....

Date: 3rd July 2023.....

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