

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.

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

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

The aim of this essay is to discuss the coping strategies I have used during my six months of police training in order to minimise my stress levels. In this essay I will also aim to show how these coping mechanisms have developed my resilience as a trainee police officer.

I will be exploring various areas of how different physical, sporting and lifestyle activities help to minimise stress levels and I also aim to demonstrate the importance of friends and family.

During my initial six months of training to become a police officer, I was faced with some challenging situations in the first few days and weeks. I found that meeting new people who I had never met before on the first day was a stressful challenge. As stated by the NHS, Stress is described as the body's way of reacting to a situation that seems to be threatening or if the situations puts that person under pressure. According to ANON (2012) "I don't know what to say", or "I'm a bad conversationalist" are common fears associated with the meeting and greeting contact. These initial thoughts were the root of the stresses involved when meeting new people and knowing how to interact with them. I have had numerous occasions where I have had to meet and interact with people that I have never met or spoken to before.

An example of this is when I started university and I had to interact and engage with people in one of my first ever university seminars. We were split into teams and were asked to deliver a presentation on what we expect university life to be like and what we expected from the university itself. This task encouraged the groups talk with one another and share ideas. Although the task was not too difficult, the main challenge was not knowing the people in the group and not knowing who was going to take the lead. Clearly we were all nervous however a coping strategy for me was to fully engage in the task and take the lead.

I decided to speak first and ask members of the group what their thoughts were. Once I got over my initial fears I started to relax and found the other members of the group started to open up and relax and this enabled conversations to flow more easily. I also found that by being a good active listener that people were more willing to share thoughts and ideas with me.

I had also faced a similar challenge when I started my new job in Admiral. I had to be well –prepared for the new changes and I knew that being well- prepared would help to calm my nerves. Goldman, (2021) discusses in their article that change often occurs when you least expect it, so keeping an eye on the future and mentally preparing yourself may be beneficial and spending some time thinking about upcoming events that may cause changes or disruptions in the future. I mentally prepared myself by anticipating the types of activities I would be involved in and make them a positive in my mind, for example ice- breaker type of scenarios. Brown (2018) advises that the power of positive imagery has now been shown to help increase emotions in a more positive way. I also ensured I double checked the checklist for my first day which was invaluable in helping to calm my nerves for my first day as I knew I had everything ready. This strategy was relatively successful and whilst I still had the first day nerves I found these gradually disappeared throughout the morning as I had remembered everything I needed.

I found that the previous experience I had at university really helped and encouraged me within my initial few weeks as a trainee police officer. I applied the skills of being an active listener in group discussions. This took my mind off the fact that I was stressed as I was able to concentrate on what people had to say and actively listen. This encouraged group members to share ideas with me. I also proved that I had good questioning skills and could take the lead in certain group situations. This minimised my anxiety when faced with these situations with the first few weeks as my confidence increased and I was able to interact well with new people.

Another difficult and stressful aspect of the initial training was the ability to try and retain copious amounts of information that was given to us in our lectures from our tutors. I believe this was made harder as I had never studied anything to do with legislation, policing matters and the criminal justice system in my previous studies. A coping mechanism which I found to be extremely helpful was to utilise my family and friends. Once I had studied a challenging topic I would then try to teach my family and friends what I had learnt. Staff writer, (2022) explains in their article that you may not grasp an idea well enough if you cannot convey it to someone else. According to studies the average person recalls 90% of what they learn when they teach the concept or immediately apply it. I believe this coping strategy proved to be highly successful as this gave me increased confidence when going into the exam and meant that I achieved over 60% in my first exam.

During my first week of training, I found that my stress levels were high due to the unknown factors of the weeks ahead. I found a coping strategy that worked well was to immerse myself in my favourite sporting activities. Although I had busy days, I didn't want to miss out on my sport and physical training as this was having a beneficial effect on my mental well-being, confidence and self-esteem which was helping me to adapt to the new changes I was facing. Sport England (2021), advises the mental benefits of sport and physical activity are essential. Physical activity can improve enjoyment and happiness. Sporting and physical activity is shown to have a greater feeling of purpose and pride, involvement and has been shown to boost self-esteem and confidence. This strategy proved to be the most effective strategy for decreasing my stress and anxiety as I concentrated solely on my personal sporting goals and targets. Consequently this took my mind off any worry and anxiety.

I found that making the most of my free time within my initial six months of training really helped me to unwind from the pressures involved. A coping strategy I used in the free time I had was positive self-talk. I used this strategy when I needed to re-sit my final examination within my initial training. I knew I had an uphill climb when having to resit my exam so I would tell myself that "I need to keep on going as policing is what I really want to do" and that even though I have failed this exam it wasn't the end of the world as it was just one more week of revision. I told myself that although the situation was not great it could also be a lot worse and I was nearly at the end of my training. I had been very successful up to this point. This positive self-talk gave me the motivation I needed to do some intensive revision for that week.

I found this strategy to be very effective and this enabled me to pass my final examination. Holland, K (2018) tells us that positive self-talkers, may have mental talents that enable them to solve problems, think differently, and cope more effectively with difficulties or challenges, according to study. This can help to mitigate the negative consequences of stress and anxiety. Furthermore Holland, K (2018) states that positive self-talk and a more positive mind-set can also have additional health benefits.

One of the biggest pressures I faced was exam stress. I knew that I would have to prepare for regular exams and these exams would cover large volumes of information on new topics. This would involve long periods of revision on top of a full day of lectures adding to my stress. In order to deal effectively with my exam stress I was aware of the beneficial effects of dog walking on my mental health and stress levels. I regularly went on long walks with my Labrador and felt that I was more energized, more relaxed and happier after these walks. This had the added effect of putting me in a more positive

frame of mind when faced with my exam. A study conducted by Akiyama (2018), showed Dog owners' levels of oxytocin and cortisol changed as a result of walking their pets. The conclusion was that the oxytocin levels increased when owners walked their dogs. Research has shown that Oxytocin induces anti stress like effects Unvas-Moberg, k. (2005).

In conclusion, all these strategies have proved to be beneficial to a certain degree.

Whilst the strategy of being a good active listener and taking the lead in group discussions has helped to allay anxiety and fears when meeting new people, I still feel a certain amount of anxiety when faced with new situations.

However the strategy of teaching a topic to friends and family has proved to be a very successful strategy for me when having to learn and retain copious amounts of new information. A strategy that I also found to be extremely effective and which I will use throughout my policing carrier is to always acknowledge the benefits of sporting activities, in particular my preferred sport rugby as this has a beneficial effect on my mental health and wellbeing.

I was surprised to discover the beneficial effects of positive self-talk and I will definitely use this strategy when I need to keep on going after a setback.

Task 2

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

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

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

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

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

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

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

ANSWER:

The incident I have chosen to focus on during my ten week service involved myself and my tutor. A 12 year old boy had assaulted his mother by hitting her in the face and also on her arm before he was going to school. On the day in question we had a 999 emergency call for officers to attend an ongoing domestic at an address. As the call came through more information was disclosed. As the boy was only 12 years old this would mean that we would not be looking at a domestic as for a "domestic incident" both parties needed to be at least 16 and over.

When we arrived at the address the mother was outside the property as she feared for her safety. Her son was in an extremely distressed state and the mother had locked him inside the property to keep herself safe. The mother also stated to my colleague and I that her son had ADHD and learning difficulties and when triggered he would lash out on her.

The first thing I had to consider when arriving at the property was that I needed to take in as much information as possible. I referred back to the National Decision Model that I had learnt during my training and I used this model to support me in my decision making. The college of policing (2014) described The national decision model as being used by all police officer in various situations. It has six key elements which officers should think about when in a situation. I needed to work out what had happened and what were the best options available to me and my colleague, also what powers we were able to use in a fair and ethical way (as per the code of ethics). College of policing (2014) the national decision model (NDM) is appropriate for all types of choices and should be used by all officers. It can be used for unplanned events or planned procedures, by a single person or a group of persons to situations that are both operational and non-operational. The NDM can be used by decision makers to establish a reason for what they did and why during an occurrence.

I knew that we had a situation involving conflict between the son and mother. I had to consider the needs of the mother, if she had any injuries and her safety along with the needs of her son who was 12 and who had ADHD and learning difficulties. I also had to consider the safety of my colleague and myself. As the mother was in such a distressed state I knew I had to adapt my communication skills in order to make them effective in order to gain more information from her. Robinson, Segal and Smith (2019) advises us that effective communication is all about deciphering the emotion and motivations. You must be able to clearly communicate a message as well as listen in such a way that you grasp the entire meaning of what is being said.

I knew I had to ask open ended questions to the mother in order for me to get more of an understanding but also I needed to demonstrate good active listening skills so that the mother felt listened to and understood. I firstly asked her what had happened. She advised us that her son had become aggressive towards her as she was tying his school shoes but she had done them in a way that her son didn't like. She then immediately informed us about her son's ADHD and learning difficulties. This then led me on to my next question which was to ask her was she okay and did she have any injuries. Thankfully there was no injury to the mother but when asking this she did disclose that this has happened before but she has never called the police. By asking these open -ended questions, I knew we had a conflict between the mother and son. I now had to think of ways of de-escalating the situation using my verbal skills and as a last resort using physical techniques to get the son under control. Policing c. (2020) describes that Officers and staff may unintentionally create tension by interacting with people who struggle to communicate with people who have mental or physical disorders, physical disabilities, learning challenges or diminished mental capacity, as well as developmental or neurological differences, may fall into this category (eg, autism). They could also include persons who are unable to communicate in English or who are intoxicated.

At this point we were still outside the property with the 12 year old son inside the property. I could hear the son crying and he was obviously very upset. I knew I had to try and speak with the son and go into the property. Again I had to consider factors such as his age, his learning difficulties and his ADHD. I again thought back to my initial training and began to think about 'Betari's Box model'. I knew this model would help me think about my attitude towards the son which would then also affect my behaviour and then would likely have an effect on the son's behaviour. Revolution. L (2020) describes that the Betari Box model explains how others influence our attitude and behaviour, as well as how our own attitude and behaviour can influence others. The concept demonstrates that there is a link between our own attitude and behaviour, and that learning to actively choose our attitude can help us improve the way we treat others.

This method really helped me build a rapport with the son and built the trust he had with me also. The Betari's Box method helped me due to me becoming empathetic and not being stuck in a negative cycle. I managed to go into the property along with my colleague. I was calm with the son and advised him that he was not in any trouble and that we just wanted to talk with him. Immediately when we entered the property the son would not look at me and my colleague in the eye and would keep his head down. He did apologise to us for this but explained that it was due to his ADHD and that he does not like to look people in the eye that he has never met before as it makes him feel uncomfortable. I explained to him that this was fine and he didn't need to worry. We got the son to sit on a sofa in the lounge area of the property. I knew I now had to gain his trust and try and get him to explain in his own words what happened this morning and why he hit his mother. I referred to the model LEAPS which is a model used in public order situations, LEAPS stands for Listen, Empathise, Ask questions, Paraphrase, Summarise.

I used this method to good effect with the son. After he had calmed himself down he then began to explain to me that he was upset this morning due to his mother not putting on his shoes like she does each day normally and that he had to try and do it. As the son had ADHD I understood that for him this would have been a traumatic experience as young people with ADHD like this done in a certain way and like to have a routine. As per NHS (2019) a coping strategy they advise is to make a schedule for your child's day so he or she knows what to expect. Routines can help a youngster with ADHD deal with the stresses of everyday life. Your child needs to get ready for school, for example, so break it down into steps so they know exactly what they need to do. Referring to the LEAPS model I then had to empathise with him and show that I understood where he was coming from and showed that I had actively listened to his side of the story.

However, I then had to ask questions regarding the matter of him hitting his mother. At this stage I was conscious that this is where the young person might become aggressive with me and cause injury to either myself or himself. It was important to reduce the tension and to interact appropriately with the young person. A question I asked was

"do you think hitting your mother was the right thing to do in this situation?"

I knew by asking this question it would mean that the young person would have to think for himself and come to realise himself that what he had done was wrong. I noticed however when I was asking him questions that he would always be looking at the floor. I remembered what he had said previously about feeling uncomfortable looking people he did not know in the eye and that this was due to his ADHD.

Again, I showed empathy and advised him that this was fine and that he didn't need to look at me as long as he understood what I was saying. After we had a discussion with the son he came to his senses and actually realised what he had done was wrong and that he was very sorry for what he had done. However, he explained that it frustrated him when his mother didn't understand that simple things can trigger his ADHD which can cause him to lash out. As the boy came around we could see that we did not need to use any sort of force to diffuse the situation. The mother had already advised us that she did not want to take this further and wanted us to give her son some advice and a warning in regards to what he had done. We had to deal with this situation using a restorative justice process where the son accepted responsibility for what he had done. The son now also knows that he cannot do this again as this was a final warning and if he does then he could get arrested.

One thing that struck me during the incident was the son initially refused eye contact with myself or my colleague as mentioned previously due to his ADHD. Once we had diffused the situation with the son my colleague went to speak to the mother and advised that we had now spoken to her son and that he was sorry for what he had done. I was left alone in the house with the son whilst my colleague was doing this. I decided to try and engage with him more and see if I could perhaps build more of a rapport with him. I could see that he was in school uniform as this incident happened just before he was going to school. I recognised the uniform of the school and proceeded to ask questions around his school and what lessons he had. I decided to ask open ended questions as this would allow him to go into more detail and potentially make a connection with me. Russell (2022) discusses that open- ended questions create amusement and, on sometimes, deep contemplation. But, more crucially, they allow you to connect meaningfully with your child which is especially vital if your parent-child relationship has been stressed or hindered by attention deficit hyperactivity disorder (ADHD or ADD). The appropriate question, addressed at the right moment and with the finest intentions can help children of all ages feel understood and cherished, which is extremely beneficial to their development and the well-being of the entire family. Use these age-appropriate, ADHD-friendly questions and hints to inspire conversation and develop important, joyful relationships within your family, whether your child is in a school or a teen on their way to college.

When asking the son questions about school I found out that his favourite lessons were ICT and also Design & Technology. I knew that finding this out would help me to further engage with him and gain his trust. I admitted to him that I was never really good at ICT and that my favourite subject was actually Physical Education. As we got talking more and more about his favourite lessons I realised that he was starting to look me in the eye and that he was not looking at the floor anymore. I knew this was a break- through and that he was now starting to trust me more and more. I found that these open questions that I had asked were successful for gaining his trust. It was as if I had broken a barrier that was originally between us. On reflection by using the LEAPS model effectively I managed to encourage the young person to open up to myself which helped him gain my trust. I listened to him effectively and understood his needs. I was able to empathise with him but at the same time explain that what he had done was wrong. I did not create a tension and interacted well with the young person.

This was a successful scenario which was dealt with effectively and without the need for any physical restraint. Using the Betari's Box model was another effective way to show the son that I was not a threat to him in anyway. I also treated him with dignity and respect as the Box model indicates that our behaviours effect those around us, I decided to be positive and treat him with respect in the belief that if I did this then he would also respect me. My behaviour and attitude influenced the young person's attitude. I went into the situation very calmly and spoke in a calm manner which allowed me to gain his trust and influenced the young person not to become aggressive towards me in anyway.

The fact that we did not need to use force or physical restraint was due to the trust and rapport that was built up throughout my discussions with the young person.

I also believe that my communication with the mother was successful as I demonstrated good listening techniques and good empathy when discussing her son's ADHD. Both the mother and son felt listened to and understood and I believe that the outcome was successful as we successfully diffused and de-escalated a potentially volatile situation. I applied the core principles of equality and diversity as I took into account the

special needs of the young person and adapted my language and communication techniques to meet the needs of the young person.

Task 3

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

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

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

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

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

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

ANSWER:

This essay will focus on an incident that involved a victim and a witness and the procedures that were taken in order to guide them through the criminal justice system as well as engaging with them with the relevant codes of practice available to them. This incident presented as a positive outcome for the victim and witness who were involved.

The incident I have chosen to focus on during my ten weeks service involved a domestic related incident involving a father and son. The local government (2015) describes domestic abuse as being any incidence or pattern of occurrences of controlling, coercive, or threatening behaviour, violence, or abuse involving people aged 16 and up who are currently or have previously been intimate partners or members of one's family, regardless of gender or sexuality. This can include, but is not limited to psychological abuse, physical, sexual, financial and emotional abuse.

The father had a previous history of being an aggressor in regards to domestic violence and this was the first time the son was a victim. The background of the father was that he was an alcoholic and each time he drank in excess he would get violent towards his son. On this occasion the son had just finished work and had popped over his nan's house to say hello with his girlfriend. The father had then come through the front door unannounced and was heavily intoxicated and started being abusive towards his son for no particular reason. The son had then become upset due to what his father was saying to him so decided to go out the back to try and cool down. However the father followed him and when doing so was still being abusive. He had then allegedly gripped his son by the collar and had pushed his fist into his face. This then resulted in the son calling the police and the father leaving the area.

The son had called the police a day after the incident from his nan's address and had told the police that his father had assaulted him. When we arrived at the address we knew that the father would more than likely not be present at the property as he knew his son had called the police the previous day. At the property was the son who was the victim along with the nan who was a witness and the son's girlfriend who was also a witness.

I knew at this point that we had to safeguard all of these people due to what had happened and what they had witnessed.

I knew that all involved were entitled to services under the Codes of Practice set out in law for victims and witnesses. As per the Ministry of justice (2020), The Victims' Code¹ (Victims' Code) specifies the services that must be offered to victims of crime by organisations (referred to as service providers) in England and Wales, as well as a minimum level for these services. These services include referring to partner agencies and services to help support victims. The College of Policing (2022) advises that a victim or witness who is participating in the prosecution process is entitled to certain rights and support from all criminal justice organisations throughout the criminal justice process.

Victim assistance programmes offer emotional and practical support to crime victims. If a specialist support provider is available, victims who are entitled to an enhanced service have the right to be referred to them. When attending the address to speak with the son and the witnesses I knew I had to tailor my communication specifically towards the son and also his grandmother as she was present during the incident and is also the father's mother. The grandmother was particularly frail and elderly and I could tell by her demeanour that she was particularly distressed by the incident she had witnessed and she was unable to communicate clearly with me at first. I sat down next to her and showed I had empathy by asking her how she was and acknowledged that she had had a shock by what she had witnessed. This made her open up a little as she started to talk about how the father had burst through the front door, however I could tell there was a sense of reluctance when probing further into the incident. I tried to build a rapport with her by asking about what she did that day and does she enjoy doing in her spare time. She also had a rescue dog that was present and I tried to engage her by talking about her pet dog but this did not help. I tried to establish why she was being reluctant to which she advised due to who was involved in the incident, she didn't want to supply us with a statement nor attend court. I advised that this was fine and tried to further adapt my language to her needs, I spoke to her calmly and showed that I was empathetic and not overpowering. I advised if she wanted to change her mind then she can.

As per the College of Policing (2021) A victim/witness may be reluctant to attend an interview or submit a statement. When this occurs, investigators should compassionately strive to determine the reason for their resistance and, if possible, take action to lessen these factors and offer assurance. This may involve describing the investigative procedure and the offences under investigation and highlighting that, if at any time they change their mind, they should notify the officer in the case or named contact. It might also be appropriate to delicately explain how skipping an interview or giving a statement might affect the overall inquiry. This can involve being unable to continue with the investigation or the court case.

I then asked the son if he was ok and if there were any injuries he had sustained in relation to the incident. The son disclosed to me that he had a minor facial injury to the left side of his face where his father had pushed his fist into his left cheek. During the conversation with the son I knew he would be upset and full of emotion as he was talking about his injuries. I needed to adapt my language to encourage the son to speak openly with me. I wanted to build up a trust so that he would feel relaxed and calm and this would hopefully enable him to remember the details more clearly. I showed that I was actively listening. Along with this I knew that it was important for me to comfort him and speak calmly and to give him the time to describe his feelings in his own words. Seymour, A (1998) lays out how to communicate with victims in their article, these include: Attempt to communicate trust, support and confidence, Calm and comfort victims. Ask "how are you doing?", Allow victims time to tell what happened in their own words, Reassure them that their feelings are quite normal and natural, even though they may seem a bit unusual at the moment., Let the victim know that any feelings are not uncommon.

I tried used these actions when talking with the two witness's and the victim, As discussed earlier I was unable to get a statement from the grandmother as she wanted to play no part in the investigation as the perpetrator was her son. I did however attempt to speak with the girlfriend who was a witness at the time of the incident who was initially angry and frustrated. I knew straight away that I had to calm her down as I wanted to try an accurate statement from her. I firstly asked her open ended questions such as, "what happened" this gave her an opportunity to get everything off her chest and she began to become more calm. I also reassured her that her feelings were completely normal and I understand why she was angry and agitated, she however did not know why she was so upset, she could only advise that this was due to her seeing her boyfriend getting assaulted. The Victim and witness care unit (2019) advise that following a crime, you can discover that You feel irate, upset, or experience other powerful feelings. Some people are shocked by how emotional they become following a crime. You can feel even more uneasy and confused as a result of these intense feelings. After experiencing crime, many people feel angry, disturbed, or terrified, but various people will react in different

ways. I felt that after speaking with her calmly and being understanding that this worked well as I was then able to gain a full understanding of her account and also take an accurate statement from her. She was also willing to attend court to give evidence and refused any special measures that were available to her.

I then had to turn my attention towards the son in this matter, I knew that his emotions would be high and that he would be very upset in regards to what had happened. Again I had to start by reassuring him that he has done the right thing and has reported it to us, I then began to ask open-ended question in regards to the matter and asked "what has happened", at first the son was quiet and was not engaging with me, I knew I had to engage him and try and build a rapport with him so I began to talk to him about how his job was going. He advised to me that he had recently got a new job and he was very much enjoying it. We talked about this for some time as I was trying to gain his trust to enable me to take an accurate account. We then started to make some progress when I started to ask him further questions about the incident. He disclosed to me that this was not the first time this happened and that he as reported this to us before a few years ago. Again, I had to be empathetic and understanding, I advised him what options he had available and that if he wanted to go to court. He advised that he was willing to attend court as he does not want this happening again especially not in front of other family members nor his girlfriend.

In conclusion, this incident involved two witness's and a victim, all of which I had to adapt my communication skills towards as they were all very different when speaking with them individually. They all behaved in different ways and I had adapt my verbal and nonverbal communication towards them all in order to effectively deal with them successfully. I believe the outcome of this scenario was successful due to how effective my verbal and nonverbal communication was towards all who was involved. However as mentioned I was unable to get a statement from the grandmother due to the perpetrator being her son and the victim being her grandson, she did want to get involved in this situation. As mentioned, I did try different ways in order to try and obtain a statement, but this was unsuccessful. I did manage to gain a statement from the victim which was successful, again I adapted my language towards him as he was the victim and I believe that letting him speak freely really helped me gain a rapport with him. This allowed him to trust me and for him to open up to me on what exactly happened. In relation to the victims girlfriend she was originally angry and was unable to control her emotions at first, however I did manage to clam her down and managed her aggression. I believe I did this by getting a goal set in my head that I needed a statement form her. I knew I had to sooth the situation and also collaborate with her and finding a solution. People safe (2020) shows that some steps you may take to neutralise a situation is to avoid dispute increasing and maybe turning violent, it is best to try to resolve conflicts as soon as they arise. Start by stating that you want to assist in resolving the problems. Asking the other person's name will help you establish a personal connection if they are a stranger. This frequently diffuses a crisis and fosters the growth of a good rapport. Without passing judgement, pay close attention to what they have to say. Ask insightful inquiries to learn as much as you can. As well as this I let her know that her feelings were not uncommon and this seemed to calm her down so I was then able to successfully take an accurate statement off her also. This helped with our further investigations and passing the file to the CPS due to the amount of evidence we had against the father.

My responsibilities within this situation were to firstly make sure that the victim was not injured and was fit and well. Another role I had to take on was to talk with the victim and witness's and offer them any further help they may require due what had taken place. I made sure that all that were involved were coherent and able to talk with myself and my colleague. I also had to adapt my communication skills towards the different people that were involved in order to ascertain what had happened and to try and take an accurate statement.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

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

ANSWER:

The incident that I will be discussing within this essay was a domestic violence incident involving a well known repeat offender and his mother. The offender was well known to police for his history of domestic violence that he had committed on several family members including his mother on this occasion. We had an emergency call from the mother explaining that her son had hit her over the head in her house with his fist. She also explained that she was scared as he was still in the property and she was worried about what else he could potentially do. As advised the son was already well known to the police and when we had the call from the mother, we knew that the son had several high-risk warning markers. Some of these warning markers were: 'extremely violent towards police', 'weapons including firearms' and 'Drugs'. On top of this for any call that police have to attend to deal with this individual, one person MUST be taser trained due to his unpredictable and violent nature. This was my first time dealing with this individual however my tutor and other members of my team had dealt with this individual before, so they were already aware of how violent this person was.

My first thoughts of receiving this emergency call was that we needed to get to the victims address as soon as possible in order to safeguard and protect her and anyone else who may be at the property. I also knew that reading about the suspects previous history was important in order to gain much information as possible so we could be prepared for whatever could happen. As per the College of Policing (2022) officers are better prepared to handle the event, control the offender, and safeguard any vulnerable persons at the property when they have a complete picture of the circumstances, the family, and their prior history. This enables them to complete an initial risk assessment before arriving at the scene, officers should request from the call handler all pertinent information regarding the incident and the people involved. Even if police have never been contacted previously, the domestic abuse incident to which an officer is responding is unlikely to be the first.

Myself and my tutor left our station immediately when we received the call, we knew the address was around fifteen minutes away and due to this being a domestic incident we needed to leave quickly. I knew that I had to refer to a problem solving model due to the nature of the incident. The national decision model was my initial thought so I decided to go through this whilst we were on our way to the incident. I believed by doing this on the way to the address would save time and also would help me and my partner to understand what options we had available to us. Avon and Somerset Police advise that Everyone involved in police ought to apply the National Decision Model (NDM), which is appropriate for all decisions. It can be used in: unplanned or intentional activities by a person or group of persons to situations that are both operational and non-operational. The NDM can be used by decision-makers to organise a justification for their actions during an incident and.

The first part of the model is to gather information and intelligence, at this point I knew that the suspect in question was well known to the police and specifically to my tutor and my team. Having already had the warning markers from the operator of the initial 999 call I then decided to check my police issues mobile phone. Having access to my police mobile phone also helped to check the system to see what else this suspect has previously been involved in and what potential risks could possibly occur when dealing with the individual. It was clear to see that this individual had already been involved in a significant amount of incidents relating to domestic violence. The College of policing (2016) gives guidance on gathering information and intelligence, advising that it is important to gather all information and get a full understanding of the incident and the background behind the incident from the call handler. Further information should also be gathered by looking into further databases such as:

- PNC
- Bad character evidence

The next part of the National decision model is to assess threat and risk. In my opinion this is the most important step as getting this wrong could be detrimental to either myself or my colleague. Having already known this individual is a person of a violent nature it was extremely important to be accurate when assessing the threat and risks that could potentially harm either one of us. Assessing the risk and harm can only really be done when turning up to the incident itself, however before hand I was thinking of potential scenarios that could happen when we arrived. I thought about if the suspect knew that we had been called then would perhaps leave the address meaning that we would have had to conduct an area search to find him. Another scenario I thought of was that due to his previous background would he stay at the address and look to purposely harm myself for my colleague as he knew we would be arresting him. Going through these scenarios in my head didn't really help the situation, as mentioned previously assessing the threat and risk will mostly need to be done at the actual scene. I decided to just be ready for anything and be extremely vigilant when going to the address. The Association of chief police officers (2012) describes that during this phase, the environment is evaluated for any potential threats, risks of injury, and benefits.

- Is it necessary for me to act right away?
- Do I need to look for more details?
- What might fail? (And what might succeed?)
- How likely is the possibility of harm?
- Just how bad would it be?
- Is that degree of risk appropriate?
- Can the police handle this scenario on their own?
- Am I the right person to handle this?

We arrived at the address and immediately made our presence known by knocking the door and shouting "Police, Police", A woman then immediately opened the door and told us to be quiet but to come in to the address. The woman who answered the door had an injury to her head and it was obvious there was some swelling and bruising. This woman was the mother of the suspect and advised to us that her son had hit her over the head with his fist. Straight away we needed to safeguard her, I asked where her son was at this point to which she advised he was sleeping upstairs. As mentioned previously by the Association of chief police, they advised about any benefits being available to us. This was a big benefit to us as the suspect had no idea we were there meaning we would be able to gain control of him before he woke up.

Immediately me and my colleague made our way upstairs, however I also had to think about safeguarding the victim so I had to make a mental risk assessment in regards to her safety and knew I had to keep her out of harms way while we dealt with the situation. College of Policing (2021) advises us that Clarity regarding who is in charge of risk assessment and safety planning at all times, as well as accurate and dynamic risk

assessment that is assessed at each trigger point, are necessary for ensuring the safety of victims of domestic abuse. At each trigger point, suitable safety planning that is adjusted to the victim's needs is reviewed. I decided to tell the victim to stay in the living room where at this point more officers turned up to support us due to the character of the individual. As we made our way up the stairs I had to let my colleague go first as they were taser trained, I knew I had a power to arrest this individual as we had a suspicion due to the allegation made by the mother. I again referred to the National Decision Model and thought about the powers and policy's I had available. I decided to proceed with the arrest of 'Suspicion of Domestic Common Assault' which I knew came under Section 39 Criminal Justice Act 1988. CPS (2022) defines section 39 as 'An assault is any act (and not mere omission to act) by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence' I decided to go with common assault due to the injuries not being sufficient enough for 'Actual bodily harm' or 'Grievous bodily harm'. As we made it to the top of the stairs my colleague proceeded to enter the room on the right and I decided to proceed on the room on my left, I knew that we had to find the individual quick as if he knew we were there then he could decide to become hostile towards us.

As I began to enter into the left hand bedroom I could see a male lying facedown on a bed with his left hand facing my direction and right hand above his head on the right hand side. I now knew I had to identify the options that were available to me in regards to restraining him and then take action as quickly but efficiently as possible. Whilst thinking of taking action I also thought about a few of the principles that were taught to us throughout are training:

Accountability
Fairness
Integrity

I knew that with these in mind that I could justify why I was going to arrest this person and also justify why force may be necessary if he was to become aggressive. I decided to proceed into the bedroom and immediately try and wake the suspect up. As soon as I could see that he was responsive I quickly handcuffed his left wrist and then reached for his right wrist and handcuffed him in line with south Wales policing guidelines and doubled locked the handcuffs. I decided to handcuff him to the rear as he had a lot of warning markers so I could justify that with these warning markers I handcuffed him to gain control and to also protect myself, my colleague and the victim.

After arresting the individual, we then took the victim to the hospital where we knew we could leave her in a safe place when she had been triaged and when a family member had arrived. Our next task was to then look to build a case file to try and prosecute the suspect. I knew that I had to follow the guides in regard to the 'Criminal Procedure Investigation Act' (CPIA). GOV (2015) outlines how police officers are to document, hold onto, and disclose to the prosecutor any evidence obtained during a criminal investigation that may be pertinent to the investigation, as well as other connected issues. I knew that we had a good chance in getting this suspect charged, I knew this due to the significant amount of time he had been involved in multiple domestic incidents involving his mother. I knew that I had to find significant evidence in regard to this whilst following the guidance from CPIA.

My role for this was the investigating officer, I knew that I had to follow all lines of enquiry and gather and record valuable information. My first line of enquiry was to contact the victim again after she had attended hospital, I managed to contact her a few days post the incident, she was thankful for me and my colleague and what we did and decided that she was going to provide us with a statement. This was a huge benefit to us as we knew that she was going to be on board and would attend court if needed. I then needed to create the case file and piece the file together including the body cam footage I caught and exhibiting this correctly. Throughout this case I made sure that I was also updating the victim, making sure she didn't need any further support from our partner agencies and also checking she was fully supporting going to court without any special measures needed. The College of Policing (2021) advises that When a crime is reported, police officers and employees should:

- actively interact with victims (trauma informed practice)
- conduct a preliminary assessment of the victim's needs as soon as possible determine whether the victim qualifies for enhanced rights and/or special measures in court assume accountability, initiate referrals where necessary, and provide information when necessary
- Share information with other agencies to avoid the victim having to repeat themselves

Reevaluate the victim's needs if anything changes.

In conclusion this incident was a domestic related assault, resulting in the mother who was the victim and who was fully prepared to go to court against her son who was the suspect. This incident really stood out to me within my training and will stick with me for the rest of my policing career. I will remember this incident as one that I can look back on and believe that I did everything to the best of my ability, I believe this incident will constantly remind me to have a systematic approach when dealing with all incidents and that using the National decision model can really help to solve the situation when dealing with difficult people who have an abundance of warning markers. I believe that following the National decision model is very important but also safeguarding the victims and witness are key to having a successful outcome.

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
I believe that looking back on my 10 week training on response that one area I could look to improve upon is taking the initiative dealing with situations and also looking to use the radio more effectively.	This will be achieved when I have to go back on response for 4 weeks. I will look to communicate this with my tutor and my sergeant	My tutor and sergeant	4 weeks when I am back on response.
Another area I believe I can look to improve upon is not to rush things. During my tutorship I felt that I needed to be quick due to the experience my tutor and my team had. However I learnt that being quick doesn't always get the job done correctly. I believe when I go back to response I will learn to be efficient but not to rush anything.	This will be achieved by taking my time in situations and thinking and referring to the NDM and making sure I have covered all areas of the incident.	Myself and my team.	4 weeks when I am back on response.

My last area of improvement would specifically be to do with 'Traffic' I felt that I wasn't able to complete some of my traffic section on my response workbook so I believe that I will need to improve my knowledge on this.	This will be achieved by being proactive and looking for any traffic offences that I can deal with	Myself and my team	4 weeks when I am on response.

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Thomas Jenkins (Learner, Electronic signature or type name)

Date: 08/07/2022