

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

Starting a new job can be challenging under any circumstances, but initial police training can be particularly intense, especially with the added pressure of university exams. This, combined with being in a pandemic has caused a reasonable amount of stress for all new student constables. In this essay, I will be discussing and comparing the coping strategies I have used to minimise my stress and develop resilience. These strategies are personal to each individual and I think it is essential to remember that what works for peers, is not always going to work for you. Additionally, what may have worked in the past may not continue to work when situations change, varying external pressures are added and certain coping mechanisms removed. Stress is a part of everyone's life, be it in varying degrees. The way it is managed by the individual, and how much of an impact it has on our daily life is the most important thing to be aware of. Resilience and personal response to hardships is essential in everyone's life, but especially when starting a career in a job as demanding as the Police. There is a requirement for police officers to keep themselves mentally and physically well to allow us to perform our role to the best of our ability. Within the Police Conduct Regulations 2008 there are ten standards of professional behaviour expected of police officers, one of them being 'fitness to work' (The Police Conduct Regulations 2008, 2021). This encompasses both mental and physical health, and therefore it is vitally important that we as student constables learn to develop resilience and minimise stress so that it does not affect how we perform our duties.

Much of the six months I spent in training school was home learning, which was completely new to me. It added additional stress at times, including technological issues and the logistics of working from home while my partner was working an opposite shift pattern. Additionally, working from home excludes the option of being able to easily converse with peers about any stresses that may arise throughout the day or compare working experiences. This is often undervalued by both individuals and organisations as a coping mechanism, and is something I did not notice how much I relied on until I was working at home regularly. Often, the best people to talk to when dealing with stress, is people who are going through, or have been through the same as you. This is why it often falls to our colleagues to be the most understanding of the difficulties of the first six months of police training. I found that regular contact with my classmates via a group message was a great way to remain balanced throughout and reassure myself that I was not the only one feeling the pressure of the course. This was especially important when it came to the two main

exams which we had to undertake, as being at home to revise and being confined to your house even outside of working hours often made it felt like there was no break or change of pace for the weeks leading up to the exam. Working from home for around half of the six-month period did hinder the relationships I formed with colleagues as well as our ability to work through periods of stress together, as for much of the time we were not physically together.

Previously, one of the main coping strategies I used for resilience and to minimise the impact of stress, was socialising. I find that talking with friends and family and keeping a busy social calendar generally keeps my mood good and my stress low. Talking to people about any difficulties in my life was the best way I found to alleviate them and put them into perspective. However, the national lockdown hindered this greatly. Although we are lucky to have many online alternatives available, which helped me keep in contact with friends and family, I, like many others, have found that this does not alleviate stress as effectively as face-to-face contact.

I have also noticed in starting this new career that using socialising as a coping mechanism when it comes to stresses faced at work is not always possible, due to the nature of the stresses in this particular job. Some of the aspects of learning are not topics we can share openly with friends or family outside of the Police and therefore I have found that I may need to adapt this coping mechanism going forward.

With much of the initial six-month training being delivered online and students working from home, I found that my daily exercise, which was permitted under government restrictions throughout the time I was in training school, became essential to my mental and physical wellbeing. There are many well-documented proven benefits of regular exercise. A Chicago study by Childs and de Wit (2014) into exercise and stress levels stated that 'findings provide modest support for claims that regular exercise protects against the negative emotional consequences of stress'.

I found that exercise helped my ability to be resilient to stresses that arose throughout training. I tried to get out for a walk once a day, either on my own or with my partner. I sometimes used this time to debrief to my partner or contact friends and family to offload stresses that may have built up over the day working from home and put them into perspective. I also found it a good time to plan a course of action going forward which helped reduce my stress levels greatly, whether that be in the form of a revision timetable or planning a time to polish my boots for an inspection.

As well as walking, before joining this new role, I made a conscious effort to try to improve my running, especially as this is a component that is tested for our job role. I found that attempting to improve my running and having a goal to focus on helped me to concentrate my energy on something positive, and any built up tension would be released by an evening run.

Although I found exercising a very positive coping strategy, I did not have access to any indoor exercise areas over the winter lockdown during the time I was in training school and due to weather conditions, I was not always successful at sticking to a regular exercise routine of running and walking outdoors. However, I did find that adapting it to do some stretches and online yoga classes was a great way to unwind from the stresses of a working day, while staying inside, as well as giving me some variety and mental space.

Additionally, I found that regular exercise would often then lead to a better night's sleep, which was another coping strategy I found extremely useful. Whilst in training school we had the benefit of a regular sleep pattern and an 8am – 4pm working day, which is not something we will have when going on to shift. I did find that regular healthy eating and sleeping habits during this time, having come from a job doing shift work previously, very beneficial to my resilience. I found dealing with stress much more manageable with a regular eating and sleeping routine.

Whilst working from home, I found that not having the separation between work and home life could make it difficult to relax outside of working hours, especially as I do not have a separate office working space. This meant that it was essential for me to reduce stress by having good organisation and time management skills, to allow me to plan my day and have a clear cut of point where my work went away and I switched off mentally. Additionally, I found it helpful to make time for myself in the evenings once the working day was over, whether that be with a mindfulness colouring book, a puzzle, reading a book, or baking. All of these things helped me to make a clear distinction between when I was using my home space for work and when it was to relax and forget any stress related to work. This greatly helped me to reduce the stress that came with training school and regular assessments. As well as helping me develop resilience for the unavoidable pressure that comes with assessments, whether that be formal university set exams or practical role play assessments.

Overall, while I found that experiencing training school through a pandemic and lockdown was difficult, there were some positives. It caused me slow down and have more time to process a day's work rather than having a busy schedule, which would have created more stress for me during a time of intense learning. Having no commitments other than my police training was beneficial as it helped me stick to my regular sleep and eating pattern and encouraged me to prioritise keeping healthy both physically and mentally. Additionally, although the lockdown prevented me from being able to use socialising as my main method of reducing my stress levels and developing resilience, I believe this was beneficial in allowing me to focus on individual methods of reducing my stress which means that I am now able to do this more efficiently independently of others. Looking forward towards my new shift pattern and next phase of training, I will try to continue some of the techniques I have found most beneficial such as regular exercise, and taking time to myself to do things I enjoy to unwind. I am aware that many of the most useful stress relieving techniques will be more difficult to keep up once a busy shift pattern starts, but I feel it will be more important than ever to ensure my stress levels are managed well and that I continue build resilience to deal with the next phase of training to be a Police Constable.

Word count: 1646

Task 2

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

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

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

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

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

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

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

ANSWER:

In this essay, I am going to describe, discuss and reflect on a policing incident I played a significant role in which involved conflict. As part of my reflection, I will be discussing the powers I used, describing the decisions I made, and the reasons I chose not to take different courses of action available to me. I am very aware that my actions in this incident will have been greatly affected by the fact it took place so early on in my service. I feel this is relevant to all my decision-making processes throughout. As with most incidents involving conflict, this was very fast moving and all decisions must be made with the information you have to hand at that time. As scenarios develop and more information becomes known, certain options are removed, or no longer appropriate.

The incident I am going to discuss is a spontaneous incident. As my tutor and I were patrolling, I noticed a hooded person ahead of us using an implement, which transpired to be a hammer to attempt to break free a locked bicycle. My tutor drove up to the hooded person, who was not aware of our presence. I was ready to exit the vehicle and approach the person, however my tutor had seen the hammer and advised me to stay in the vehicle for my own safety, while he sounded the siren to alert the offender of our presence. This action alerted the offender causing him to make off on foot, discarding the hammer as he did so. At this point, I used the National Decision Model (NDM) and decided it was now safer

for us to exit the vehicle as the potential weapon had been discarded, so my tutor and I gave chase on foot. The NDM is used by Police Forces across the country to help officers and staff, make and justify their decisions and actions. It comprises of six key elements; gather intelligence and information, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, take action and review what happened. These are all centred around the policing code of ethics, which imposes a set of standards which we are expected to adhere to at all times. Each element can also be used to review decisions and learn from them following the incident (College of Policing, 2013).

The information we had at the time was that we had seen this person using a weapon to try to steal a bike, he had then discarded the weapon and was trying to make off from us. We did not know who the male was, his capabilities or intentions, or whether he had any further implements on him, which could be used as weapons against us. Each officer must risk assess the information they have individually, using the NDM to come to their own conclusion. Despite being so new in service, there was not time during this incident to discuss my actions, and the potential options, risks and outcomes with my tutor. I assessed the risk and considered the fact he had been carrying a hammer but no longer was in possession of it, I could see he was not carrying anything else in his hands, however may have other weapons concealed on him. He was not posing a direct threat to us at this time as he was running away from us rather than towards us trying to cause harm. My working strategy at this point was to catch and detain the male for the offences I had just seen him commit. I knew I had a power detain and arrest the male for the offences of Going Equipped to Steal, contrary to Section 25 Theft Act 1968 (legislation.gov.uk, no date) and Attempt Theft contrary to Section 1 Criminal Attempts Act 1981 (legislation.gov.uk, no date). As part of my consideration of options and contingencies, I considered my response options. Our presence had stopped him attempting to commit the crime of theft of a pedal cycle and going equipped to steal as he had discarded the hammer, however he was now trying to run away and avoid arrest. Tactical communication was not effective at this point as he was running and facing away from us, ignoring our commands of 'stop, police'. At this point so early in my career, I did not have a clear idea in my head of how I would detain the male when I caught up with him. This was my first exposure to an incident of this nature, but my officer safety training was in my mind and I knew I had to consider impact factors such him being much taller, broader and stronger than I am. I was aware that an option was to let the male go and not attempt to detain him, however it did not get to the point where I believed that myself, or anyone else was in enough danger to warrant that.

My tutor made contact with the male first and tackled him to the ground, however they both rolled and my tutor ended up led flat on his back with the offender straddling him. I knew this was a disadvantageous position to be in and that if the male had really wanted to hurt my colleague, he was in a prime position to do so. At this point, I considered that he may be in possession of further weapons, suffering from mental health issues or intoxicated, all of which could increase the risk of harm coming to someone. I was also aware that due to the position of himself over my colleague, he had access to my colleague's personal protective equipment that he was carrying on his front, which could have been used against him or myself if the offender got hold of them. I knew that the male was much stronger than I was, and he was in an advantageous position over my colleague so I considered using my personal protective equipment and skills learnt in officer safety training. I considered the 'JPLANE' model, which is an acronym used by South Wales Police to remind Police Officers that their actions must be justified, proportionate, lawful, accountable, necessary and ethical.

At this point, I believe it would have been justified, proportionate and lawful for me to use reasonable force to get the male off my colleague, prevent him causing harm to himself or us, and detain him. Due to the positioning of all three of us, I decided my baton would not be effective, and may make the situation more hostile. I considered using PAVA but knew that due to the positioning of the male on top of my colleague, I could not spray the male without also getting PAVA on my colleague, which would leave me in a worse position with the male one on one.

Instead, I used tactical communications to try to rationalise with the male, however he was completely ignoring me. I considered the five-step appeal, a model taught in officer safety training to engage with the individual and gain compliance. This consists of simple appeal, reasoned appeal, personal appeal, final appeal, and then action. As a simple appeal I was telling the male to put his arm out repeatedly in an attempt to gain control, he kept repeating 'no' and ignoring my instruction. I then tried a reasoned appeal, telling him we knew who he was now and it was in his interest to comply rather than escalate the situation. This was an attempt to gain some rapport and make him understand we could do this in a much easier way, however he continued to ignore my requests and I was unable to employ further steps of the appeal as he was actively resisting my colleague. When moving from the instruction to put his arm out to a reasoned appeal I focused on my para verbal communication, meaning that I changed my tone and the volume of my voice to try a different tactic to see if the male would react to a calmer tone to deescalate the situation. The male however was appearing more aggressive, I did not know at this time if this could be due to an emotional disorder or mental health condition, and therefore wanted to comfort the male despite his aggression towards us, and reassure him as well as build rapport. I ensured that my body language remained relaxed and I bent down when speaking to him as he was being restrained on the floor, rather than being stood over him. Reference can be made here to theories such as 'Betari's Box', which details a circular diagram where 'my' attitude affects 'my' behaviour, which in turn, affects 'your' attitude, which affects 'your' behaviour, which affects 'my' behaviour, and so the circle continues and escalates (Mulder, 2018). However, upon reflection, I believe that due to the emotions the male was facing at the time, no verbal communication from myself or any other party would have comforted or subdued him, and my attitude and behaviour was having little or no effect on him at all and his attitude and behaviour were no way a reflection of mine.

I knew at this point, due to impact factors such as the male's size compared to both myself and my colleague, his demeanour, and the fact there were only two of us trying to detain him, that we would need more units to assist us in detaining him. There are varying degrees of behaviour when trying to detain or deal with an individual: compliant, verbal resistance, passive resistance, active resistance, aggressive resistance, and serious or aggravated resistance. This male was aggressively resisting police, causing multiple superficial injuries to both my colleague and myself

Once I had requested more units over the radio, members of the public started gathering and filming us, which although I noticed, did not affect any of the decisions I made. Despite having to use force myself and my colleagues were treating the male with respect and honouring the Policing Codes of Ethics and Policing Principles, which sit at the heart of the NDM (College of Policing, 2014). However, I was aware that due to the current climate and hostility towards police in the media, the growing crowd watching us restrain the male could cause further conflict, and if people had approached us, we were greatly outnumbered. An

additional consideration was that people were shouting at us telling us the male was in fact a child, which was new information for me to consider.

A great social issue currently facing Police forces in the UK is how police use force on the black and ethnic minority community, mainly young non-white males. Locally there had been recent protests regarding this, and once this male's hood came down, I saw he was a young black male. Tensions between the local community and the Police in the area were high due to a number of issues, including the death of a black male in America while being detained by Police, and then the death of a black male in Cardiff following his release from Police custody. This meant to me that tactical communication was even more important than usual, and even though he was ignoring it and responding with abuse, it would be beneficial to keep explaining to him what we were doing and telling him to comply as it would help bystanders understand as well.

While my colleague and I were struggling with the male, a passing officer stopped to assist us and with his help, I managed to get him handcuffed to the rear. This use of force was justified by his behaviour, as he had not only actively resisted us but also caused harm to my tutor while straddling him on the floor and holding onto his stab vest and lifting and dropping him to the floor. While handcuffed the male continued to try to escape by thrashing his body and kicking his legs out towards officers. Additionally, the male was being extremely verbally aggressive making threats towards, and swearing at officers. I believed that if he wasn't handcuffed he would not only try to escape but also try to cause us harm in order to escape, therefore I utilized my powers under Section 117 of the Police and Criminal Evidence Act (PACE) 1984 (legislation.gov.uk, no date).

Consideration must be made by officers deciding to arrest someone, that we are taking away their right to liberty and this must be justified. I believed that at this point, following committing an offence and resisting arrest it was justified to take away his right to liberty, which he has under article 5 of the Human Rights Act 1998 (legislation.gov.uk, no date). While restraining the male I was also aware of his safety, and in particular not keeping him led on his front for a prolonged period, which was difficult to manage when he also started trying to bite officers. This is important because being led on his front with his arms behind his back can cause difficulty in breathing and positional asphyxia, which can lead to death.

Although most members of the public were at a safe distance during this time, a member of the male's family arrived before my other colleagues, and she was very vocal and upset with the way the male was being treated. This added pressure to the situation and we did not know if she was going to try and physically assault a police officer to help free her relative. However due to her making attempts to speak to the male and calm him down I made the decision to let her stay and see if this worked. However, as with my attempts, he did not react in any way other than to verbally abuse her. The Drama Triangle Model (Lamm, 2021) can be referenced here, with the male as 'victim' and female as 'prosecutor' in this situation. She was oppressive in her attempt to try to gain control, using threats to make him comply while also criticising Police actions at the same time. The male was behaving as though he was blameless and this situation had been put upon him rather than taking any responsibility for his own actions, which were in fact affecting how everyone else in the situation reacted. This dynamic could be typical of their relationship, or may have been a one off in this set of circumstances.

The situation was resolved with the assistance of more officers who helped to safely restrain the male, by applying a spit and bite hood and leg restraints and then providing transport to custody.

Upon reflection of this incident I feel that we achieved a positive outcome overall, with no one sustaining any serious injuries and an offender being safely detained. I believe that my colleagues and I acted in a way that adhered to the Codes of Practice the Police abide by and considered the NDM throughout to guide our decision-making. The final stage of the NDM is to 'take action and review', my tutor and I took time following the incident and debrief and review both our own actions and each other's. I feel the male was treated fairly and in line with our organisations guidelines. I know that no social impact factors such as age, class, or ethnicity negatively affected how we dealt with him.

I would note that due to the fast paced and hostile nature of the incident, at no point before the male was put into the police van did I tell him he was under arrest and the necessity for the arrest as per code G of PACE 1984 (gov.uk, 2012) states we should, as it was not practicable in the circumstances. PACE 1984 states that in a situation such as this, the detainee should be arrested, cautioned and advised of the necessity as soon as practical, which was once he was safely in the police vehicle. Overall, I am content that I performed to the best of my ability, especially under the circumstances, in what was an intense and fast paced situation.

Word count: 2690

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:

In this essay, I am going to critically assess an incident I have attended during my initial tutorship period on shift as a Police Constable. I will be reflecting on my responsibilities regarding the Codes of Practice set out by The College of Policing to help us support victims and witnesses. I will also be referencing how I behaved in accordance with the Policing Code of Ethics, which details the values and standards we must uphold. The incident I am going to discuss required myself, and my colleague who attended with me, to be culturally sensitive towards both the subject and victim. We also communicated with them in their first language, to allow us to get the best information from them as well as making them comfortable engaging with Police in their language of choice. This incident involves two parties, both of which did not speak English as their first language; meaning a telephone interpreter was used from early on during our attendance to try to ascertain details of the incident.

Upon allocation to the incident, my tutor and I were passed information that there was a male reporting that there was another male at his address threatening him with a knife due to a dispute over a bike. Due to a language barrier between the caller and the call taker, we had no further details. My colleague or I did not know the people involved, and we had not been provided any background information from the control room to advise us of previous incidents between the two parties, any relevant warning markers, or their relationship to each other.

My considerations while travelling to this call were mainly based around the threat, harm and risk posed by a knife being involved. Due to the limited information and intelligence passed to us, we did not know if the male with the knife was a threat to our safety, his own, or others. We did not know what type of knife it was or his intentions with it, this made it difficult to progress to the section stage of the National Decision Model (NDM) (College of Policing, 2013), which is a tool used by Police Officers to assess risk, develop a working strategy, and justify the decisions they make. The second stage is 'assess threat and risk and develop a working strategy', and our vague working strategy before attending was to gather more information upon arrival, and reconsider our options. Following discussion with my tutor, we decided there were three main options if the male was still presenting with a knife. The first one was to withdraw and ask for backup, possibly from more suitably trained officers such as firearms or a negotiator. The second option was to verbally engage with the male from a safe distance and use tactical communication to encourage him to give the weapon up of his own accord. The third option was for myself and my colleague to use force to remove the weapon from him, which was most likely going to be using my colleague's Taser. The third stage of the NDM is to consider powers and policy, and the only offence I knew may be relevant at that time was possession of a bladed article in a public place contrary to Section 139 of the Criminal Justice Act 1988 (legislation.gov.uk, no date). However, I did not know the male's exact location and whether or not he was in a public place so the most relevant offence may be different upon arrival, or more offences may come to our attention. The fourth stage of the NDM is to identify options and contingencies, which in this incident were the same as the second stage, as our information was so limited and our working strategy so broad, it also covered our options and contingencies.

Upon arrival, there were no visible weapons or obvious injuries but two males were both still at scene stood outside the address. It became immediately clear that we would need to use a translator to communicate with the males, whose first language was not English. Trying to ascertain the exact circumstances that had led to this incident was confusing as the two accounts conflicted and both males wanted different outcomes. The male who lived at the address stated he was aggrieved because the second male had lent him a pushbike and had now attended his address unexpected and become aggressive, pulled a knife on him, and was refusing to leave.

The second male stated he had attended the first male's address because he wanted his bike back, but he believed that the two original wheels on it had been exchanged for cheaper ones. This had made him angry and he was refusing to leave without the correct tyres and a sum of cash he claimed he had lent the reporting male who lives at the address. To confuse the matter further, both males made counter allegations that the other had pulled a knife on them, but the knife was not located following a search of both males and the surrounding area and neither could account for its whereabouts.

Initially my colleague and I separated the two parties to get their accounts. While I spoke to the second male, who was initially reported to have been the aggressor, via 'Language Line' my colleague spoke to the reporting person. The relationship between the two males was that only of acquaintances, and both confirmed the bike had been lent after they only met a couple of times but formed a bond due to them both being young Muslim men and it being the beginning of Ramadan. The first male denied having changed the wheels on the bike,

or owing the second male any money. The second male claimed he was not leaving the address until he had his original wheels and his cash back.

Both males were stating they wanted to get this resolved as quickly as possible, due to the fact it was near the time of Ramadan, an important period of times for Muslims engaging in fasting, prayer, reflection and community values. They stated it was important to them that this be a peaceful time, without conflict, despite both being frustrated. This is something I respected and took into account when interacting with them, and deciding the best course of action.

Due to both persons alleging the other had pulled a knife on the other, my colleague searched them under Section 1 of the Police and Criminal Evidence Act (PACE) 1984. This was due to the information we were receiving from each party that the other had just used a blade, and the fact it had not been located since which led us to have reasonably believe that it would still be concealed by one of the males, justifying our grounds for the search. We were in the street outside the house at this point, which is a public place, therefore meets the criteria for this type of search. The males were advised of the grounds and that the objective was to find the alleged blade. My colleague completing the search advised the males of his identity and the station he is attached to, as well as giving them the option to see his warrant card. He also advised them that they were entitled to a copy of the paperwork from this search and could request it from South Wales Police within the next three months and the power we were using to search them. This is in line with the acronym 'GOWISELY' officers can use to remember the information they are required to provide the individual they are searching, under Section 2 of the PACE 1984 (Bryant and Bryant, 2020, p169). He advised them both of all the details they needed to know via the telephone interpreter, and continued to communicate what he was doing throughout the search. Despite both males understanding some English, it was important they fully understood the process to ensure transparency and fairness and to allow them to ask any questions. This was also in line with the Code of Ethics (College of Policing, 2014) and 'Best Use of Stop and Search Scheme' (gov.uk, 2014). While searching, he was also upholding a professional standard of behaviour while ensuring the safety of all persons present by conducting a thorough and appropriate search. No weapons were found on either person.

As well as taking everyone's physical safety, and working with a language barrier, I was aware that we had at least one victim here, but it was not clear who that was. With no independent witnesses, video recordings or evidence found at scene, it was a difficult situation to manage. My colleague and I had to take into account both reports and refer to the Victim's Code for Policing and the responsibilities we have towards victims and witnesses of crime. The victim's code has been recently updated by the College of Policing and entails twelve rights which victims are entitled to, from various agencies within the criminal justice system. These cover areas such as the support Police should offer when taking the initial report, and being victim led when deciding how to progress an incident and which course of action to take. In this scenario, the reporting person advised us that he did not want to take formal legal action against the second male; he just wanted the situation resolved in a civil manner, which I took note of and attempted to honour. I advised him what viable options and powers we had, stating that there were two counter allegations with no independent witnesses or further evidence available. I was open and honest with him that

this would make it very difficult to build a case for criminal prosecution. A check of the Police computer system revealed no previous incidents reported between the two parties.

The first of the twelve rights under the victim's code is 'to be able to understand and be understood' (College of Policing, 2021). I ensured this right was met by talking to both parties through a telephone translator and avoiding any police jargon, which may confuse them. I also repeatedly checked if they understood everything, and asked if they had any questions. Previously, the Police have had a negative reputation when dealing with ethnic minority communities, but it is essential that everyone is given the chance to make their report to the Police in a dialect they feel comfortable with. We are fortunate to have easy access to telephone translators and I feel this made the males much more comfortable in reporting and allowed a much clearer two-way communication where they could freely express their experiences and view.

As we could not prove or disprove the theft of the bike tyres, and the second male was the one refusing to leave and becoming more aggressive, I told him he was to leave the address to prevent a breach of the peace. I told him he was not to return to the address, as this would create further escalation of the matter and he should not re contact this male directly by any means, any contact would have to be via a third party. During this incident, I used problem-solving skills. It was not a straightforward report and made a difficult decision for officers as we had conflicting reports and a lack of independent evidence. I used questioning skills in an attempt to get a true account from the male I was speaking to, using range of open and closed questions to clarify all the points he made and try to negate any inconsistencies.

Despite the lack of evidence of an obvious crime having been committed, I felt we could not take no action at all. Firstly, because the situation was likely to escalate again once we left, and a breach of the peace ensue. Additionally, we must consider victim experience and public perception and confidence. If we had taken no action, neither party would have felt safe or reassured. This could then have a wider impact when they relay their experience with the police to friends or family, and can have a negative impact on them reporting incidents in the future. Mawby (2007, quoted in Copley 2001, p. 68) notes a key reason for police ensuring victim satisfaction being that police rely on victims' crime reports to make us aware of crime and allow us to deal with it accordingly.

I explained the reason for our actions, the powers we had available, and what was preventing us using them, in an attempt to reassure both parties. While we are a victim focused service, and improving public perception is important, I do not believe that taking action or using a power available to us just to reassure one of the parties would have been justified or ethical. I feel it is essential officers use their own decision making skills and are not encouraged to take an action they do not feel is appropriate, just to satisfy an aggrieved party.

The third right of the victims code is 'to be provided with information when reporting a crime' (College of Policing, 2013). Before leaving the incident, I ensured both parties had the crime reference number and advised them that if there were any further issues, they should ring the Police and quote the reference number if they required any further assistance on this matter. I also managed their expectations by advising them that they would not be hearing from us again following this incident. Hours later, there was a further call to Police from the same reporting person, saying he was receiving threats over the phone from the second

male as a continuation of the first incident. Although the threat, harm risk was lower now as the male had not re attended the address, it was clear positive action would need to be taken, as our previous words of advice had not been effective. Once we had listened to the threats, and gathered our evidence, we were able to make an arrest of the second male under Section 24 of Police and Criminal Evidence Act 1984. The necessities for the arrest were; to protect a vulnerable person, to prevent physical injury to another person and to prevent loss or damage to property due to the content of the threats being made (legislation.gov.uk, no date).

The final stage of the NDM is 'take action and reflect on what happened' (College of Policing, 2013), with reflection being an essential stage to learn from. There are many models you can use to assist with reflection following an incident, I found Gibbs' reflective cycle (The University of Edinburgh, 2020) useful to structure my reflection. It consists of six stages, titled; description, feelings, evaluation, analysis, conclusion and action plan. I have detailed the first four stages throughout my essay. To conclude, I have considered what else I could have done. I could have made an arrest at the initial call upon the caller's first report of having been threatened with a knife, or I could have arrested both males on the counter allegations and interviewed them both under PACE regulations to get their accounts. However, I confidently believe that despite the end outcome being an arrest of one of the males, my initial reaction was proportionate, considered, fair and rational and I worked with the information I had available to me at the time. I took into account the cultural sensitivities and the wishes of the victim, which was not to take formal action. Both parties were given safeguarding advice and were content with the outcome. However, we could not have predicted that the incident would develop and contact would continue after we left, which led us to take further action. Overall I am satisfied that no harm came to either of the male's and their needs were met at all times, as well as me being able to adhere to their wishes, which coincided with my decisions and advice. My action plan going forward will be to continue to develop my policing skills as an independent patrol officer.

Word count 2684

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:

In this essay, I will be discussing a Policing incident I attended where I played a key role with the offender and victims, and made all significant decisions in the outcome of the incident and the safeguarding of those involved. I will be reflecting on my use of the national decision model (NDM), and how this influenced my actions as well as exploring bias within this decision making process and my use of discretion. Additionally, I will be reflecting on the cultural and language issues I faced, and my consideration of the Criminal Procedure and Investigations Act (CPIA) 1996.

The information I received was that a female had phoned the police and an interpreter was used to take a report that her son was causing issues at the address. The details were limited, but the son in question had warning markers for having previously threatened his family members with a knife.

Mention of previous use of a knife, raised my awareness to the fact a person inside the address may have a weapon on their person and upon arrival, I would not know what their intentions were with it. There are many considerations I had when approaching and entering the address, which was quite small, making it difficult to create space between myself and a potential offender. During the journey to the address I was running through the NDM in my head, starting with the information and intelligence I knew, which was limited. I knew there may be a male inside with a knife, but did not know his current mind set or how many other

people were inside the address, or any injuries already sustained. Due to the language barrier, I knew it was unlikely we were going to be able to gather any more information before our attendance, which made it difficult to assess the threat and risk until we arrived. We had a working strategy of entering the property and assessing the situation but using our personal protective equipment if needed. As in all situations I was aware one contingency was to withdraw and call for back up, however when considering this you also have to consider the safety of those within the property. A consideration I had at this point was the age of the male, he was over the age of criminal responsibility but still a child as he was less than eighteen, meaning an extra consideration if force needed to be used against him. I did not know at this time what, if any crimes had been committed, but I knew if there was no answer at the address I would be using my power under Section 17 of Police and Criminal Evidence Act 1984 (legislation.gov, no date) to gain entry to the property to ensure the safety of those within. This would be justified because I had concerns that harm had come to those inside between the time they phoned and our arrival, despite us attending on blue lights. I believed this due to the distress the call taker had reported the caller to be in and the warning markers I was aware the subject had. I was also aware that our force policy is to take positive action where a domestic offence has taken place. The only option at the time was to attend the address, find out more information, and ensure the safety of those inside, before investigating what had happened.

Upon arrival, the mother answered the door but spoke no English. Via an interpreter, she advised us that her eldest son, who was twelve, had punched his younger brother in the mouth. He had also grabbed his mother's arm. She also advised us that none of the three children in the address spoke any English. At this point, all three children were still in another part of the address and I was yet to sight them. I felt I needed to do this quickly to assess the ongoing risk, as I did not know how severe the injury was to the child's mouth, nor the demeanour of the child who had caused the injury. The address was small and I was aware that the children were likely to be able to hear the report their mother was making to us.

I asked to speak to the injured child first to ensure his welfare, he showed me his injury and I was satisfied that despite having lost a tooth, it was not severe enough to require urgent medical attention or first aid from myself. During this time, I was aware of the information I had that the offender had previously used a knife to threaten his family members. I wanted to ensure everyone's safety while I was in the address so asked him to come out of his bedroom and speak to me. Having him in my sight allowed me to assess the threat and risk he posed to myself and my colleague as well as himself and his family. The male presented a calm and compliant, he was a petite build, wearing a thin t-shirt and shorts, and did not have anything in his hands. Due to his demeanour, the way he moved and sat, and the clothing he was wearing it was clear without a search of him that he did not have any sharp objects on his person. There were also no objects within his reach that could be used as weapons, so I was satisfied the threat and risk to all parties was low.

I took an account from the male about what had happened via an interpreter on the phone and it matched the mother's account. This then led me to consider the powers available to me as well as my force's policy towards incidents of this nature. This was a domestic incident whereby an offence of Actual Bodily Harm had been committed against his younger brother, contrary to Section 47 Offences Against the Person Act 1861 (legislation.gov.uk, no date), and common assault against his mother, contrary to Section 39 Criminal Justice Act 1988 (legislation.gov.uk, no date). The subject, although still a child was above the age of criminal

responsibility, so arresting him was an option. However, this was not an option I wanted to take, for a number of reasons. Firstly, his demeanour did not lead me to believe that this level of aggression he had shown by hitting his brother would carry on once we left. He seemed remorseful and nervous around officers, leading me to believe that the Police being there had shocked him and may even have taught him a lesson.

Code G of Police and Criminal Evidence Act 1984 states that in order to make an arrest a Police Officer must be able to give at least one of the set list of arrest necessities in order to make it lawful (gov.uk, 2012). In this case, certain factors would have met some of the necessity criteria, for example 'to protect a child of vulnerable person'. However, this does not mean an arrest has to be made, it is still down to officer discretion. Secondly, he had not been arrested before and I strongly felt that a police custody suite was not the right place for a boy of his age to be, especially as his mental attitude and physical build seemed young for his age. Thirdly, as the male had admitted the offence, and all parties present had the same account, there was no further evidence that would be likely to become known after the event. It happened within the household with no new independent witnesses present who could come forward, no video footage or any other evidence that would need to be collected while he was detained. Additionally, taking the male to custody would have required an independent appropriate adult, and an interpreter, which at the time of night this happened would have taken a considerable amount of time to arrange, leading to the male being held in a police cell for a substantial period of time which is something we try to avoid, particular for children in custody. In a report published by the National Police Chief's Council in 2017, they state 'Children should only be held in a police cell overnight in the most exceptional cases' (Youth Justice Legal Centre, 2017).

Due to the male admitting the offence, another option I had was to report the male to the Youth Offending Service (YOS), which would have been an out of court disposal. This would have been positive because it would not criminalise the male, who had not been arrested before, and kept him away from a formal criminal justice process. I believe that this is important as I did not to remove the motivation of keeping a clean criminal record and the potential fear of formal prosecution. This would also lead to YOS supporting the male going forward and endeavouring to prevent him reoffending using a multiagency approach, and as a report from the National Police Chief's Council states; 'one of the greatest benefits will arise from diversion activities and greater collaboration with partner agencies' (Youth Justice Legal Centre, 2017).

An option which I would have liked to have taken was removing the male from the address for the night to safeguard the whole family, as well as give him time to consider his actions and allow his other family members space. I explored this option with the male's mother who advised me that they did not have any friends or family in the area. Although I considered contacting social services to take the male into emergency temporary accommodation, due to the time of night that the incident took place, the age of the male and the nature of the incident, I did not believe this was a viable option. If social services had been able to assist with accommodation it would have been time consuming to arrange and would be unlikely to be done until the following morning. I did not feel this was an appropriate time to wait, as all the children would be going to bed when we left and the atmosphere was calm enough to leave them all together.

While considering the options available to me, it was important to consider the views of the victim and in this case the victim's parent who would speak on his behalf. In this instance, the mother stated she just wanted help from support agencies to help her deal with her son's behaviour. She did not want him arrested or to support a criminal prosecution. While the victim's views are important to us when making decisions, we also have to consider other factors such as threat, risk and harm. With domestic incidents, the police have the power to continue prosecution actions without the victim's support when they feel it is in the victim's best interest. However, in this instance I assessed them to be low and was confident that not criminally prosecuting the male for his actions, and not arresting him was the best course of action. I believe this is a good example of when Police discretion can benefit all parties; offender, victim, Police and criminal justice system, and all those with an involvement with the aforementioned parties. I am aware that there may be biases shown when Police use their discretion, due to a wide range of factors, which influence the particular officer in that specific scenario, however I try to ensure that my decisions are balanced, impartial and accountable at all times. Even when this sometimes means making difficult or unpopular decisions in the best interest of those involved.

The action I took whilst at the address was to speak to the male via the interpreter and ensure he understood his actions, the impact of them and the possible reprimands he may face if the behaviour was to happen again. I advised him he was at the age of legal responsibility and that he had committed a criminal offence when he hit his brother and grabbed his mother and that it was something he could be arrested for. I ensured he had a clear understanding of what this would involve and the negative impacts it could have on his life. I asked if there was anything the Police could assist him with, and he advised me he wanted to go and live with his father, which was an option we explored but would not be possible due to the risk his father posed to him. The male seemed remorseful of his actions and understanding of the consequences.

When discussing the impacts of his behaviour and giving him advice via an interpreter, it was difficult to convey the tone of my voice and the severity of the incident to him. Additionally it was difficult to gauge his tone in return, and sometimes meant that things had to be clarified via the interpreter meaning the impact of the statements were changed.

I was aware when dealing with this family of its structure. Since the family had moved away from the father, the eldest son had become the 'man of the house' which holds great responsibility within this family's culture. This was, from my observations, something he was struggling to navigate without any other adult male influences in his life. Although the mother was the only adult in the house and therefore in charge, the son was struggling with the idea of becoming a man, accepting responsibility and transitioning through puberty, but still not having all the power and control within the house. There were also social issues for each of the three family members as none of them left the small flat for anything other than essential admin or food shopping.

Not taking further action against the male meant using my discretion in relation to the criminal offence that had taken place, and with a domestic crimes this can sometimes be complex and go against force policy. However, in these circumstances I felt confident it was the right decision and all parties would be safe to be left together at their address.

Following attendance, I submitted a public protection notice (PPN) to make other agencies aware of the incident, as I strongly felt that the family would benefit from support from social services. No one in the household spoke English, which I felt led them to become isolated from society and in turn meant that none of them left the house all day, leading to tensions rising between them. None of the three children had been attending school which I again felt was aggravating the situation. Additionally, all four persons in the address were sharing a bedroom, and with the eldest boy entering puberty, I felt that this was likely to put a strain on him and his relationship with the other members of his family. When submitting this PPN, the details of not only the male subject, but also his mother and two younger brothers were included to make other agencies aware of all persons involved and living at the address. In this case, all parties in the address were at risk from his behaviour. CPIA states as a police force we must; reveal retain record review. I had a responsibility when recording this information for the PPN to ensure all details of those involved were correct and up to date, not only on Police computer systems but on the form itself being shared with other relevant agencies. This included retaining evidence from the incident, which in this case is body worn video footage of the reports. His mother actively requested assistance from us to put her in contact with social services and any other support agencies available, therefore giving us permission to share her details with partner agencies. As a force we have a responsibility to review the data we have retained from this incident, for example my body worn video footage will not be retained by the force for a period of seven years due to the data classification I have given it of 'evidential'. Allowing it to be reviewed should further information become known within that period relating to these individuals or this incident.

Following attendance, I debriefed with my tutor, regarding my actions and why I took them. Both he and I were satisfied that the outcome was in the best interest of all involved and we had appropriately safeguarded the whole family sufficiently. He understood and supported all the decisions I made, which was reassuring so early in my career.

Word count: 2750

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
Dealing with physical conflict when an individual must be physically restrained either to protect themselves or when being arrested/detained.	Exposure to a greater amount of aggressive or violent situations, which I hope will help desensitise me to the aggression and violence and help me to become more confident and capable at dealing with them. Also, taking note of colleagues' strategies when dealing with these incidents, especially as I leave my tutorship period and work with a wider range of officers who undoubtedly will deal with conflict in different ways.	Colleagues who can debrief previous incidents involving physical conflict with me and advise me where improvements could be made in the future.	Three months. I hope this will give me enough time to be exposed to a wide range of incidents involving conflict, especially where I will be making physical contact with an individual who is resisting me. I have left this as a longer timeline as currently I feel it is my weakest quality in the job and although we often deal with hostile situations, it is not every set that we have to physically restrain someone; therefore a longer timeframe is needed to improve on this.
Confidence in my decisions.	Consideration of the options before attending a call wherever possible and discussing this with colleagues or supervisors. Researching law and policy to assist me with the	Supervisor and more experienced officers on shift. Learning from watching officers that are more experienced and then learning to make the decisions on my own without	Six weeks. I feel my confidence in decision making will grow in the weeks following leaving my tutor and beginning independent patrol as I am forced to make the decisions myself and not

	decision-making. Constant reflection on the NDM throughout the process.	support. Also, with more experience as time goes on and reflecting on previous decisions I or my colleagues made and similar previous calls, whether they were effective or not.	relying on my tutor for reassurance.
Processes on Police computer system following an incident – knowing which processes need to be completed following different incidents.	Improved knowledge and experience of the computer system will improve with time; however, there is guidance on the force intranet on most forms and systems, so I can revise these in my downtime on shift or spare time on protected learning days.	Supervisor or tutor throughout initial tutorship period. Reviewing any updates put on occurrences by my supervisor advising me of any additional forms which may be needed.	Three weeks, as I leave my tutorship period I feel confident in post aspects of the 'paperwork' which is required, however there are some processes we don't use as often which I hope to improve on in the early stages of independent patrol.

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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: Lenka Hedley (Learner, Electronic signature or type name)

Date: 16/06/21