

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this assignment, I will begin with an overview of my initial six months of learning at training school. I will then define the terms “coping strategies”, “stress”, and “resilience” before discussing two coping strategies or techniques that I have identified as ways to build resilience and reduce stress. I practised a number of coping strategies during training, such as planning and organising my time effectively and efficiently. Moreover, in this assignment, the first coping strategy which I will discuss is the outdoor activity of gardening and the second is physical exercise, namely running. I will compare and contrast the effectiveness of these coping strategies to each other.

The initial six months of learning at training school was challenging due to the amount of legislation I had to learn. This was in addition to preparing for practical scenarios, revising for the two university examinations, and completing officer safety, first aid and NICHE training (NICHE is the software on which we manage the occurrence) and most importantly remembering everything for the next stage in my journey to becoming a competent police officer. In addition to this, about a month into training, my grandmother, whom I was very close with, sadly passed away. Dealing with bereavement, as well as performing well in training school, made me reassess my coping strategies quite early on.

The concepts of resilience and stress, and moreover developing resilience and minimising stress, are difficult to define since they mean different things to different people. According to the National Health Service [hereafter NHS], (2023), stress is “the body’s reaction to feeling threatened or under pressure” which causes our body to release a hormone called adrenaline. The NHS explains that stress is part of everyday life and is

something that everyone feels at times especially when dealing with change or life challenges. However, it is how we manage the levels of stress which we experience that is important. Stress can be a positive force and can help motivate us, however, too much stress can have adverse effects.

To manage this stress, we draw on coping strategies as ways to build resilience. According to the mental health charity Mind, coping strategies are a way to accept, address, and reduce the stress that you are experiencing and some people “may refer to our ability to manage stress as our resilience”. Resilience or “Psychological Resilience” can be understood as our “ability to use personal qualities to withstand pressure” and “rebound resilience” as the “bounce back quality reflected in minor or temporary disruptions to a person’s well-being and performance when under pressure” (Fletcher, 2016, p.135).

A coping strategy that I applied to reduce stress and anxiety is gardening. Since I was introduced to gardening as a child, I have always had a passion for growing plants and flowers. However, it was during training that I became more aware of its positive impact on my sense of wellbeing. There are a number of scientific studies which agree that being outdoors in the garden boosts physical and mental health (Griffiths, 2019). In addition to being able to plant and grow edible crops and flowers to share and enjoy with family and friends, being in the garden provided me with many other benefits. As Griffiths explains, gardens play an important role in improving our physical, mental and social wellbeing since they provide a space to exercise, connect with others, and to rest and recharge. The garden provided me with a tranquil space to reflect on what I had learnt that day and to revise in, but perhaps more importantly, a creative space and a space to relax in surrounded by nature’s flora and fauna.

A different coping strategy that I applied to reduce stress and moreover to build resilience is physical exercise. In a video, “Developing a growth mind set in sport”, it outlines the differences between an athlete with a “fixed mind set” who gives up easily and a “growth mind set” who embraces challenges (Believe Perform, 2015). For me, “a growth mind set” is what it means to be resilient and I applied this transferable skill to the challenges that I faced as a police officer. On returning home from training, most days, regardless of the weather, I would set out on a run in the local park. Sometimes I would aim to complete a set distance or a set distance in a set time and sometimes just for the enjoyment and pleasure of running

and being outdoors. Similar to the coping strategy of gardening, for me, running formed a natural way to break up the day before revising in the evenings. It is well known that running, as well as other forms of physical exercise, relieve stress by releasing endorphins or feel-good chemicals. It is not only an excellent way to improve fitness and physical strength but also mental strength as you encourage yourself to run further or faster to achieve a goal. Like gardening, running outdoors, as opposed to on a treadmill in a gym, allows you to see the world around you with a fresh perspective. It provided me with space and time to think, reflect and to more importantly clear my mind.

On reflection, it is interesting that the two coping strategies that were most effective for me in developing resilience and minimising stress were both outdoor physical activities. Spending eight hours a day sitting in a classroom with twenty other student officers made me feel the need to be outside in my own company and to enjoy the things that are often taken for granted. Both gardening and running provided me with a sense of freedom and connection with nature and a space to de-stress. Whilst gardening was perhaps the best technique to reduce stress, running helped to build resilience not only physically but mentally. I will apply these coping strategies beyond my initial six months of learning not only to achieve a good work-life balance but in my continued self-development as a police officer and to overcome challenges faced.

Word count – 1000

Task 2

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

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

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

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

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

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

ANSWER:

In this assignment, the policing incident involving conflict that I have chosen to reflect on is what happened during an arrest enquiry for a male suspected of committing an offence of violent disorder. This was my first, and to date only, encounter with conflict as a student police officer. I will first discuss what I understand by the terms “conflict” and “effective communication” before outlining what happened during the incident drawing on the National Decision-Making Model (NDM) which is the model at the centre of all policing decisions (Diagram 1). I will reflect on the incident using social and legislative contexts and apply theories and models underpinning the causes of conflict within policing interventions to practice. I will use the Mehrabian Communication Model, the five-step communication model, Betari’s box (Diagram 2) Karpman’s Drama Triangle, and the Conflict Management model. I will draw on Borton’s 1970 reflective model of ‘What, so what, now what?’ to discuss the learning points that I have taken from this incident (Copley, 2011, p.71).

According to Stadler, conflict is a “natural by-product of communication” and “typically arises from a misalignment in opinions and/or goals” (Stadler, 2020, p.1). Therefore, I understand the term “conflict” to mean not only physical conflict but a verbal disagreement or argument. Conflict is unavoidable as a police officer since most of the calls that we attend

involve an argument or altercation between two parties and sometimes the conflict is directed towards the police officer. To resolve conflict, strong communication skills are essential. Burgoon defines communication as “the process of creating meanings between people through the exchange of signs” (Burgoon, 2022, p.11). Effective communication can be verbal and non-verbal; its aim is a clear level of understanding between two or more parties. According to the Mehrabian Communication Model, 38% of communication is the tone of voice, 7% is the words, and 55% is body language meaning that over half of all communication is non-verbal (Mehrabian, 2017). I recognise that this is important to consider when attending an incident, especially when trying to deescalate a situation.

During one night shift, myself and another officer were tasked with conducting an arrest enquiry for a male suspected of being involved in a violent disorder several weeks ago. Before attending the address, I gathered information and intelligence such as details of the offence committed, the suspect and any warning markers, who lived at the address and assessed the likelihood of the suspect being there at that time, and obtained a description of the items we were required to search for. In the early hours of the morning, we attended the address to conduct the arrest enquiry.

On approaching the property, we could see that the lights were on and could hear male and female voices inside. We knocked the door of the property several times but there was no answer. After approximately five minutes an elderly female came to the door. We asked if anyone else was in the property and specifically if her grandson was there. She seemed annoyed at having been disturbed and assured us that he was not. However, having heard male and female voices in the property, we informed her that we would need to check the address for ourselves. The female insisted that we were not entering her property and attempted to close the door. My colleague then put his foot in the door, and I informed her that we had a power of entry. She replied that we needed a warrant, which we did not as we had a power under Section 17 of PACE. Looking back, it was at this point in my tutorship that I learnt to exercise professional curiosity and not to take what people tell you on face value.

Applying theory to practice, I used the five-step communication model to persuade the female to allow us into the property. The five-step appeal consists of at first asking the person to comply with the request, second is a reasoned appeal explaining why the request has been made, third is to give options, the fourth is the final appeal of confirming their resistance, and

the fifth is the act of using reasonable force. I first asked the woman to allow us into the property, explained why we needed to check inside and what would happen if she did not allow us entry such as having to force entry. The female confirmed that we were not entering her house and so my colleague stepped into the hallway and she moved aside. On reflection, this was an effective communication model as it enabled me to give the female several chances of complying with my request.

In terms of assessing threat and developing a working strategy, I assessed that the potential threat was from the suspect being at the address as I was unsure how he would react, potentially being violent towards officers or might be in possession of a weapon, and also from the female who was trying to protect her grandson. My working strategy was to search the property for the male and if present, arrest him and take him to custody. I am aware that the power of entry was S.17 PACE 1984.

As we entered the property, the female continued to shout at us words to the effect of “you’re not coming in here” and when asked if anyone was in the room with the door closed, she replied, “no one”. I asked the female to step aside as she was stood in front of the door which she reluctantly complied with. On opening the door, and turning the light on, the male, who matched the description of person we were looking for, was lying on the bed. I understand that the elderly female was trying to protect her grandson and prevent him from being arrested, however, I had not expected someone to lie to police officer. In hindsight, I recognise my naivety in this situation. The male was arrested for the offence and handcuffed. Initially the male was calm and compliant and understood why he was being arrested. However, once by the front door of the property he became agitated. He began to raise his voice, speak over us, and ignore instruction. I tried to explain what was going to happen next, however both the male and his grandmother were becoming increasingly angry. I decided that the best way to de-escalate the situation was to immediately escort the male to the police van and I remained with the female. Looking back, I realise that this was to prevent her closing the door and losing the opportunity to search the property or having to gain entry by force.

I am aware that conflict management in reference to policing and use of force is described under the three headings of “Profiled subject behaviour”, “Impact factors” and “Tactical options”. In my example, the profiled subject behaviour was at first compliance, but the male became verbally resistant and used gestures to imply that he was not going to walk

compliantly to the van. I identified this as the lowest form of resistance which indicates a measure of non-compliance and identified the impact factors to be that the suspect was a young male and strong. I used good tactical communication skills through clear and concise instructions and the offensive/defensive skills of an escort to the police van. I could have been more assertive and firmer in my actions which is something which I am continuing to work on as a police officer.

I am aware of Karpman's drama triangle which is a dynamic model of social interaction and conflict developed by Dr Stephen Karpman in the late 1960s. It explains the roles of Victim, Persecutor and Rescuer and their interplay. Thinking about the incident, initially Karpman's Victim was the male suspect who avoided taking responsibility for his actions, finding it easier to blame others of his circumstances. I recognised that the male was angry at us disturbing his grandmother and not at the fact he was being arrested. I identify Karpman's Persecutor as the male's grandmother on the basis that she blamed the police for disturbing her and not her grandson's suspected involvement in the offence. I think of the Rescuer as also the male's grandmother as she did not want to let us in to the property to protect her grandson. However, I am aware that each person switches position as they get their needs met. This is a useful model when understanding the roles that people play within conflict.

Throughout this interaction, I was aware of the communication model of Betari's box (Diagram 2). According to the College of Policing [hereafter CoP], the model illustrates "how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other". It made me consider my attitude and behaviour as a police officer as it affects members of the public's attitude and behaviour. I was calm and respectful; I listened to what they had to say and took the time to explain what was going to happen next. Regardless of this, as I will go on to explain, the female became very angry towards me. Referring to the Mehrabian model of communication, I was conscious of my body language and ensured that I remained approximately one metre away from the woman, in proper stance, and outside of her fighting arc. My palms were open as I explained to her what was going to happen.

When I told the lady that we would need to search the property, she began to get angry and distressed. She began shouting at the top of her voice that we were going to ruin the

place. I reassured her that we were not going to do but put things back as they were found. She was not happy and began to scream at me, "What are you searching for?". This was my first experience of conflict and of searching a property. I did not raise my voice as based on Betari's box this would have escalated the situation. She became irate and began to scream the same question at me. I replied, "Items relating to the offence". I had not expected the elderly female to react in such a way and ensured that I kept my distance from her with open palms while trying to explain and calm her down. At that point I was not sure what information I could tell her, if I had replied to her question quicker, she might not have got so angry. After the incident, I asked my colleague how much information I was allowed to provide so I am aware of this in the future.

Having booked the male into custody, I reviewed and discussed the arrest enquiry with my colleague. We discussed what powers and policies we used at each step such as the initial power of entry S.17, S.24 arrest, S.32(2)(b) search of the premises and S.19(2) seizure of items. This was a learning point for myself as I began to understand how the powers and policies fall in place when attending a call.

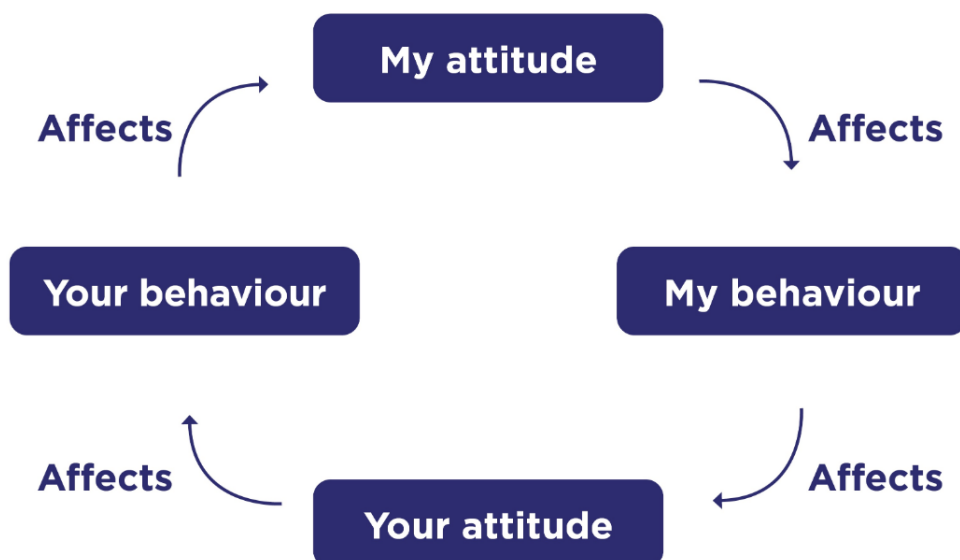
On reflection, from this incident, I learnt the importance of effective communication skills in conflict management to de-escalate a situation and the impact that my attitude and behaviour has on others. I recognise that I was perhaps naïve in assuming that the female was telling the truth and in future will exercise better professional curiosity and ask more questions before arriving at a conclusion. I had not expected the elderly female to react in such a way by screaming at me and so this has made me think not to underestimate anyone regardless of their physical appearance. I also learnt from this incident that how you expect a situation to unfold is not necessarily how it will play out and to dynamically consider powers and policies as the situation can change very quickly. Attending this incident, and debriefing it with my colleague, really helped me apply theory to practice which has proved to be very beneficial in my development as a police officer.

Word count – 2019

Diagram 1 – National Decision-Making Model (College of Police, 2023)



Diagram 2 – Betari's Box (College of Police, 2023)



Task 3

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

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

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

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

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

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

ANSWER:

In this assignment, the policing incident I will reflect on is my attendance at an address following the control room receiving an abandoned 999 call of a suspected ongoing domestic. Throughout my ten-week tutorship, I responded to many domestic calls and took away learning points from each one. I will critically explore this incident and examine legislation, social, cultural, and language issues. The main socio-cultural issues were that as a response officer I worked in socially and economically deprived area where there is an inherent mistrust of police. I will consider the Victims' Code of Practice and how I used it to support the victim through the investigative process and criminal justice system even when they did not wish to make a complaint and provided a negative statement. In my reflection, I will discuss the way I understand and apply the core principles of ethics, equality, diversity and human rights. As I will explain, I am aware that, as a police officers, my actions must be justified, proportionate, legal, necessary, ethical and transparent (JPLANET). I will consider Borton's 1970 reflective model of 'what, so what, now what?' (Copley, 2011, p.71).

As a police officer, my duty is to preserve life, protect the scene, and gather evidence which includes physical, forensic, digital, expert witness, intelligence as well as many other sources. There are five stages of an investigation which are initial Investigation, investigative

evaluation, suspect, interview, and charge. According to the College of Policing [hereafter CoP], the Code of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA) defines a criminal investigation as “an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it”. An investigation can either be reactive or proactive; reactive starts with the discovery of a crime and proactive usually starts with intelligence. As a response officer, I was mainly involved in reactive investigations.

I attended a domestic incident late one evening which involved a young couple; a female and her on-off male partner and a young child. The female had asked the male to leave but he had refused and a verbal argument ensued. The male informed the female that he was not going to leave unless the police arrived. The female had then called the police resulting in the abandoned 999 call. On arrival, drawing on the National Decision-Making model (NDM), we separated the two parties; my tutor went upstairs to speak with the male, and I went into the living room to speak with the female. I know that this is to give both parties the space and time to provide their account of what has happened. The female disclosed to me that during the argument the male had pushed her in the doorway which had caused her to stumble backwards but she did not fall. I informed my tutor of this, who was now outside the address, and as he went to arrest the male under S.24 PACE (1984), the male made off. My tutor called an “Operation New York” over the radio which is a request for all available units to attend the area to search for the suspect based on the description given. I remained with the victim in case the suspect returned to the address and to establish further details about what had happened.

Thinking about this incident, I did well at speaking to the victim, building a rapport, and encouraging her to disclose what had happened by asking relevant questions as to whether it was a verbal argument only or whether he had been physical towards her. However, in hindsight, instead of going outside to inform my tutor of the disclosure that she had made, I should have point-to-pointed him over the radio. This would have perhaps not alerted the suspect as to the fact that he was about to be arrested. I learnt from this incident to be more aware of my tactical communication and to use the radio more. I could have radioed the control room and provided them with an update, or I could have asked my tutor if he was code 12 as I had something confidential to say. This would have perhaps avoided the

requirement for units to come and assist in locating the male and would have allowed us to immediately safeguard the victim.

Following the allegation of a domestic assault, I conducted house to house enquiries to enquire whether they had seen or heard anything or had any CCTV footage. As mentioned, I worked in a socially and economically deprived area and was aware, from attending previous calls, that the community were quite anti-police. The culture was of not being a “grass” and not speaking to the police. I was aware of this when conducting house to house and asking people for information and worked to establish a good relationship with residents, to be professional and courteous in the hope that this will help improve their perception of and relationship with the police. I am aware that gaining the trust and support of communities like the one I worked in is something that cannot be achieved overnight. I also thought about the way I spoke. Having had a university-education, I was aware that people in this community might not have had a similar education and therefore might not understand or relate to me. I adapted how I spoke to use simpler, clearer vocabulary and to be more direct which enabled me to build a better rapport.

I provided the victim with support and encouragement, however, she did not want to make a complaint and I took a negative statement from her as she was not willing to engage with the police further or attend court. At the time, I did not know how to take a statement so had to wait for my tutor to return but I am now confident in taking digital witness statements having asked him to explain the process to me. The victim explained that she just wanted the police to deal with the immediate situation which was to remove the male from her property. I did, however, advise the victim of the Live Fear Free helpline which is a 24hour helpline providing help and advice about violence against women, domestic abuse, and sexual violence. On speaking to her, she disclosed that her social worker had advised her that the male was not to be around the child until further checks on him had been completed. Being from a tight-knit family, this is not something that I was expecting as it was different to the way that I live. I found this quite alarming and ensured that we put safeguarding measures in place to protect the victim and child. I explained to the female what was going to happen next considering she did not want any further police involvement and advised her to lock the doors and to call 999 should the male return to the address to collect his belongings. Although the victim did not wish to make a complaint, I informed her that the male would still be arrested and interviewed in custody.

On return to the police station, I submitted a Public Protection Notice (PPN), specifically a Domestic and Sexual Harassment (DASH), having asked the female if she consented to her information being shared. I am aware of the importance of the DASH risk assessment which is to assess the risk to the victim and to seek help and advice from partner agencies. In hindsight, I should have completed the risk assessment at scene so that she could provide me with the required information as I found myself having to source the answers for myself or write that I didn't know. In future, I will make sure that PPNs and DASHs are completed at scene. This is where my investigation of and involvement in this case ended. However, I am aware that if the victim had been prepared to give a statement, then she would have been provided support under the Victims' Code of Practice. According to the CoP, the Victims' Code focuses on victims' rights and sets out the minimum standard that organisations must provide to victims of crime. There are twelve rights which range from the right to be able to understand and be understood to the right to make a complaint.

Although the victim did not wish to make a complaint, as best practice, I ensured that she was able to understand and be understood since I had ascertained that her first language was English and that they had a good level of communication and understanding. I ensured that the details of the crime were recorded without delay over the radio to update Control Works and on the Occurrence Entry Log (OEL) on NICHE. On reflection, within five working days of the crime being recorded, I would have provided the victim with the contact details of the Officer in Case (OIC), crime reference number, and explained what will happen next and support services available. I would also have established how often the victim would have liked to receive updates and their preferred means of contact. The right to make a Victim Personal Statement (VPS) is one of the most important rights as it allows the victim to express in their own words how the crime has affected them and can impact sentencing at court. I would have taken the VPS along with the statement at scene and if the victim so wished I would have given her the opportunity to update her VPS at a later date.

On reflection, I am aware of the importance of diversity and inclusion in policing, the Equality Act 2010, the nine protected characteristics and the types of discrimination. I was mindful of unconscious bias and the necessity to treat everyone fairly and as in this case, I treated the victim respectfully like I would hope a police officer would treat a member of my

family. I took the victim seriously and ensured that all actions taken were justified, proportionate, legal, accountable, necessary, and ethical.

In conclusion, I have reflected on my investigation of a domestic abuse common assault incident whereby the victim did not want to make a complaint and the suspect made off. I have considered the legislation used such as the arrest power S.24 PACE and the offence of common assault. I am aware that the community in which I worked as a response officer was socially and economically disadvantaged and worked to establish a good rapport with members of the public with the aim of improving public confidence in the police. One of the main learning points for myself was that even if the victim does not want to make a complaint, there are still ways that we can support them. I recognise the importance of the Victim's Code of Practice and the importance of ensuring that all safeguarding measures are in place.

Word count - 1833

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this assignment, I will critically assess my role during a police investigation in which I arrested a male on suspicion of shoplifting and reflect on what happened. I will first provide an overview of the National Decision-Making Model (NDM) and Code of Ethics (Diagram 1) before outlining the incident I attended. I will draw on the stages of the NDM to explain and discuss my decision-making and use of discretion within the investigation. I will then critically review my responsibilities regarding the provision of the Criminal Procedure and Investigations Act (CPIA) 1996 when conducting the investigation and reflect on the learning points from my investigation of this incident.

The National Decision-Making Model (NDM) is the centre of all police decisions and at the heart of the NDM is the Code of Ethics. According to the College of Policing [hereafter CoP], the Code of Ethics sets and defines the standards of behaviour for everyone who works in policing and is at the heart of every policy, procedure, decision, and action in policing. The Code of Ethics is made up of the nine policing principles and the standards of professional

behaviour. For me, the most important principle is honesty, to own up to your mistakes, and to learn from them.

The policing incident that I have chosen to reflect on is the arrest and charge of a shoplifter. My tutor and I were on mobile patrol when we attended a call that two Police Community Support Officers (PCSOs) had detained a male in a store who matched the description of a suspected shoplifter from earlier that day. The male was becoming increasingly aggressive. On arrival, I could see that he was in possession of a backpack and shopping bag filled with suspected stolen goods with the security tags still on the bottles of alcohol. I asked the PCSOs what had happened, obtained the male's details and requested a Police National Computer (PNC) check from control to check for previous convictions and to see if he was wanted or on bail. I then made the decision to arrest the male on suspicion of theft. My tutor searched the suspect under S.32 PACE 1986 and in his pocket found a small bag of cannabis. I then further arrested the male on suspicion of possessing Class B drugs. I seized the items under S.19 of PACE and once back at the station, photographed them. There was a significant amount of stolen goods with a value of approximately two hundred pounds.

Back at the station, I wrote an arrest statement for the two offences and uploaded my body worn footage. I tasked the PCSOs with securing the CCTV footage of the male in the three stores. With the points to prove for the offence of theft in mind, I knew I needed the footage to show the suspect entering the store, placing the goods into his bags, and leaving making no attempt of payment. I was then tasked with obtaining statements from the three shop managers and another officer was to interview the male in custody under PACE Code C. I considered whether the male should be released on bail but due to the number of offences on bail on his record, he was remanded in custody and later charged with theft.

According to the CoP, during the gathering information and intelligence stage, the decision-maker establishes what is happening or has happened and clarifies matters relating to any initial information and intelligence. On reflection, the information that I had was that a male had been detained by PCSOs as he matched the description of an earlier reported shoplifter. I knew where the PCSOs were, however, I did not know who the male was as he had refused to provide his details to the PCSOs. If I had known his name, I would have asked

for checks to be made on NICHE and PNC as to any warning markers. I also did not know from which shops he had stolen the items.

According to the CoP, assessing threat and risk and develop a working strategy “involves assessing the situation, including any specific threat, the risk of harm and the potential for benefits” and it is at this stage that we consider preventing discrimination, promoting good relations and equal opportunities. I needed to act immediately since the PCSOs had identified the male, he was in possession of the stolen articles, and had been detained by them. The male was becoming more aggressive in the store and although there were two PCSOs present, myself and my tutor, I decided to place him in handcuffs, search him and take him to the van without delay. Looking back, this was a good decision, as we were in a store with a lot of customers present and I was aware of the risk to ourselves, and the members of the public should the male resist arrest.

According to the CoP, during the next stage of the NDM, it is necessary to consider what police powers might be required and what legislation might apply. The police powers that I considered and used were the power of arrest S.24 PACE 1986 and S.32 search. The legislation that I applied was S.1 Theft Act 1968 and S.5(2) Misuse of Drugs Act 1971. S.5(2).

According to the CoP, the stage of identifying options and contingencies, “involves considering the different ways to make a particular decision (or resolve a situation) with the least risk of harm”. It explains that the options considered are based on the immediacy of the threat, the availability of resources and support, and own knowledge and leadership skills, and the impact of potential action and what action to take if it does not go as planned. On reflection, although arrest is the last resort, in this incident it was the most justifiable course of action. The other options that I considered were Restorative Justice (RJ), voluntary attendance interview, a postal charge requisition order, or a contemporaneous interview. However, the male was a prolific shop lifter and due to the value of the goods stolen these were not viable options. The fact that the male had cannabis on him suggested that he may have been stealing to fund a drug addiction which would ultimately increase the risk of him reoffending. I also considered using discretion to issue a verbal warning and the option of no further action, however the value of goods stolen was too significant. In future, I will ensure that I consider all the options available before jumping to the conclusion of arrest.

On reflection, discretion is an important tool in professional judgement and decision-making. It is based on the Code of Ethics' value of accountability. In *Police Street Powers and Criminal Justice*, Pearson and Rowe offer an in-depth discussion of discretion in policing (Pearson and Rowe, 1982, pp.9-10). Ericson defines discretion in policing as "the power to decide which rules apply to a given situation and whether or not to apply them" (Ericson, 1982, p.11). However, it is necessary to balance your duty to act as a police officer and discretion. I discussed with my supervisor the possibility of de-arresting the male and reporting him for prosecution instead. However, we decided that due to the amount and value of goods stolen, this would not be suitable action. I also discussed whether to charge the suspect for the possession of cannabis as it was a small amount for personal use and whether this would be in the public interest.

As explained by the CoP, the final stage of the NDM is divided into two parts; take action and review what happened. In this incident, I responded by taking the details of the male, arresting him, and informing control that we were going Code 9 meaning that we are conveying a prisoner to custody. I also informed them that we would put a full update on the OEL on NICHE. I am aware that you must be accountable for the decisions you make and be prepared to provide a rationale based on the NDM as well as exercise professional judgement which is what I did.

As soon as the male was arrested, I began to investigate the crime and gather evidence in terms of statements from the shop owners and CCTV footage. The CPIA lists the general responsibilities of an investigator (Ministry of Justice, pp.6-7). According to the CoP, my responsibilities when conducting investigations are to ensure that the exercise of legal powers are not oppressive and proportionate. By using the NDM, I arrived at the proportionate decision to arrest the suspect. It adds that it is the investigator's responsibility to ensure that the investigation is carried out as transparently as possible and all involved are kept up to date. I was in contact with the staff at the stores to obtain statements and discuss whether they would like the goods returned or destroyed and ensured that the store managers were updated as to significant developments in the investigation.

The CoP identifies another key responsibility of investigators is to take all reasonable steps to understand the particular needs of individuals including any protected characteristics under the Equality Act 2010. In this incident I ensured that the victims were treated according

to their needs, provided them with the incident number and my contact details and updated them. Most importantly, as the CoP details, investigations should be conducted ethically meaning with integrity, common sense, and sound judgement. This is essential as how an investigation is conducted will ultimately affect public confidence and trust in the police. The CPIA states that “an investigator must pursue all reasonable lines of inquiry, whether these point towards or away from the suspect” and all material obtained in a criminal investigation must be retained and this is where the rules of disclosure come into play (Ministry of Justice, p.6). Although I was not involved in building the case file for this case, my experience in the investigative hub is allowing me to understand the next stage in the investigation process.

In conclusion, having critically assessed on my investigation into a male suspected of shoplifting, I have learnt that I must consider the National Decision-Making Model (NDM) on arrival at the scene and throughout the investigation and work through the NDM more than once as the situation develops as well as dynamically risk assess. I have learnt that it is important to keep in mind your ability to use discretion and professional judgement to assess the situation and to come to a JPLANE result. However, I understand that using discretion should be balanced with your duty to act as a police officer. Throughout my initial role in the investigation, I ensured that the CPIA was adhered to so that the investigation was carried out transparently with all actions taken recorded and moreover ethically. The main learning point that I will take from this incident to use in my continual development as an officer is to always consider the NDM, the CPIA and the requirement to pursue all lines of enquiry and to investigate ethically and fairly.

Word count – 1845

Diagram 1 – National Decision-Making Model (College of Police, 2023)



Task 5

Independent Patrol Staus confirmation – equivalent to 1,500

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

Bibliography

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

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Signed: Abigail RICHARDS

A handwritten signature in black ink, appearing to read 'A Richards', with a stylized, sweeping flourish at the end.

Date: 08/10/2023