

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.

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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	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Confirmation of the completion 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:

As a Police Constable, I have made changes to how deal with stress and build my resilience. I will be examining the strategies which I have embedded into my new role as a Police Constable. I will be looking into how these strategies have been implemented and the affect that they have had on me being able to deal with the challenges which I faced. I will be discussing the strategies which I put in place to minimise the stress, the affect that they had and if they were successful in reducing stress.

Before I am able to discuss how I dealt with the initial 6 months, I need to establish what the term resilience and stress are defined as so I can clearly demonstrate how the strategies I adopted were affective in those areas.

Fole et al 2010 defined resilience as “The capacity of a system to absorb disturbance and recognize while undergo changes so as to still retain essentially the same function, structure and feedbacks, and therefore identify, that is, the capacity to change in order to maintain the same identity” I feel that this definition has relevance to the circumstances in which I experienced and provided me with the understanding required to ensure I could adopt the changes, for not only my time during the initial training but help build strategies which will help me to cope for the duration of my career.

In order to identify stress and strategies to help reduce it, I need to be able to define what stress is. According to The Mental Health Foundation, they define stress as “the degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable”.

Before undertaking my initial six months training, my mindset had been challenged with the uncertainty of what was to come through the duration of the training. Not only did I have a curious mindset on what was to be expected from me, through the training, I had to deal with the set back of the initial start date, being informed there was a new Policing Education Qualifications Framework and trying to secure my position within my previous role. This proved to be more difficult than initially anticipated. As my previous role was due to have funding cuts, I was in a position where I needed to have an income due to my financial responsibilities. Dealing with this helped to build my resilience as I was faced with a situation which I could not control.

I was apprehensive when I first started my training as I had not been in a learning environment for a couple of years and had never been part of a disciplined organisation. As I knew there would be high expectations on presentation, behaviour and academic performance, I aimed to strive in all areas of my new career and understood that I had to change and make adaptations to my current lifestyle to be able to deal with the areas stated above but also the pressure and stresses that I would be faced with.

To be able to make things easier and cope with the stresses which I would be facing, I researched different strategies which helped to reduce and deal with stress. The first strategy which I introduced and embedded whilst I was training was exercise. I had previously participated in a variety of sports and had an understanding of the benefits that being active would have on my wellbeing. Harvard Medical School 2011 supports my experiences of exercise as they explain that "Exercise reduces levels of the body's stress hormones...endorphins are responsible for...feelings of relaxation and optimism". The feeling of reducing the body's level of stress is what I experienced through sport previously so had an indication how it would affect me. There are also other benefits of exercising regularly which include body confidence and reduce the chances of getting illnesses such as diabetes.

On the other hand, one of the reasons why I hadn't participated in exercise in the previous months was due to injuries from playing sport. I was concerned that if I was to get injured whilst exercising then this would have a detrimental impact on the physical demands of being a police officer. But I opted to join a gym and participate in carrying out my exercise in this environment as the risk to injury is lower in comparison to a contact sport such as rugby which I previously played.

I established a routine where I incorporated going to the gym four times a week. It is recommended by Hoise 2017 to go for a minimum three days per week to get fitter. I focused on getting fitter as I not only wanted it to reduce my stress levels but the job has the potential to be physically demanding. I also ensured that I achieved recommended amount of exercise which is set out in the UK's Chief Medical Officers Report 2019 of exercising for 150 minutes of moderate intensity or 75 minutes of vigorous of exercise per week. I would be in a classroom for 8 hours a day, which would mean I would be limited to how much I would move through the day.

I tried to participate in physical activity four times a week. But I ended up only going sporadically for the first six weeks, falling below the recommend amount. I underestimated trying to balance my workload whilst adapting to the demands of learning the extensive amount of content in the classroom whilst trying to ensure that I revisited content when I was at home to help to retain the information. I felt myself becoming very fatigued, which added additional stress and made it more difficult to engage in physical activity of going to the gym. I knew the added pressure I put on myself was not healthy looking back over the first six weeks and knew I had to make further changes. I balanced time for revision and going to the gym and started setting myself small goals to which I met. This made me feel better in myself for achieving my goals but I was also noticing the benefits of exercise. I adhered to this for the duration of the six months. The routine I established not only benefited me physically and mentally but also academically as my exam results improved significantly from the first exam to the latter three exams.

Another strategy which I have adopted into my lifestyle to help with coping with stress is getting a balanced diet. Nutritionist Wisbey 2016 states "What we consume an increase our energy levels and calm our mood".

With a new routine of early starts, longer commutes and being in a different environment this is one area which I neglected. I had limited amounts of food and what I did eat was something that was of convenience rather than any nutritional value. My diet was having a significant part to play on my energy levels this in turn led to me putting extra weight on. It was challenging to start as did not have a balanced routine, I struggled with time to prepare food which resulted to me eating out and buying unhealthy snacks.

I adopted a food plan based around the governments Eatwell guidelines 2018, which incorporates foods broken down into five main food categories, identifies portion sizes and explains the nutritional content of food. Similar to the exercise, I struggled for the first six weeks as I did not prioritise this and did not appreciate the benefits of what affect it would have on me. I incorporated the food plan and allocated the time to prepare meals and take healthier options to the classroom. This led to me feeling more energetic, I felt as though my concentration would not lapse in the duration of the day. As I was able to concentrate for further lengths of time, this helped with my confidence in the classroom as I felt I had a better grasp of content being delivered. This helped take some of the pressure off and I was surprised of the outcome on how food could have an effect on my body. As I felt better within myself and more energised this helped with dealing with the stresses that I faced in the training school.

I have discussed what strategies I adopted during my initial six months training and how they have impacted me. These included benefits of having a good routine, regular exercise and a balanced diet. Even though there were challenges in initially implementing the various strategies, once they were embedded into my routine the benefits of exercising and healthy eating have proven to minimise my stresses. Not only has it impacted my mental wellbeing but it supported improvements with my academic performance. I will be ensuring that I take these strategies out to division to help me cope and manage with the stresses in my position of a police constable.

Word Count: 1491

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:

Throughout this essay I will be relating to an incident where I was the officer in charge and arresting officer for a situation which involved a domestic violence incident between a mother and daughter. I will be evaluating how I dealt with the daughter who was the subject of the incident and how there were a number of impact factors relating to her which I took into consideration. These impact factors included her gender, age and being under the influence of a controlled substance.

I will analyse what legislation I had available to use, what I used, reflect on why I used it and any changes I would make if I was to deal with a similar situation. I will be exploring the fundamental elements of communication and how these were utilised in my approach when I was dealing with conflict.

I established that the definition of conflict as stated in the Collins dictionary “a serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement”. Understanding the definition of conflict, I am able to relate to the incident I dealt with regarding the disagreement and the procedures I needed to follow to investigate the crime.

To describe and reflect upon on the justification of my actions, I will be using Gibbs (1988) model of reflection. In Gibbs’ reflection model I will be describing the incident that took place, give an account of my thoughts and feelings, evaluation the experience, analyse the situation, conclude the incident and put together an action plan for how I will deal with similar incidents in the future in relation to the matter of conflict that I have experienced.

The incident that I will be discussing was in relation to an emergency call which came in regarding a mother, reporting that her daughter had “smashed the house up”. I will be referring to the mother as the victim and the daughter as the subject. Upon arrival at the scene, I went to speak with the subject who was upstairs. When speaking with the subject, she was very aggressive and dismissive of any form of communication by swearing at myself. I was continually risk assessing the situation by observing the subjects body language as she appeared agitated by the incident. Her body language was closed and her aggression fluctuated as I tried to build a rapport with her. This proved difficult as she was not willing to engage with the police present. When other officers were getting an account from the victim, I continued to ask the subject open questions in a calm manner. The subject reacted to the questions and started to calm down and gave an account of what had taken place. I felt that this was achieved by the continual engagement of verbal communication to the subject. This is underpinned by Betari’s Box model, that my behaviour and my attitude affects my behaviour which then effects the attitude of the subject and the behaviour of the subject. Whilst the situation was in a controlled environment the reflection of calmness was reflected by the subject. I was able to take control of the situation whilst engaging with the subject. This de-escalated the aggressive behaviour that the subject had been showing.

I was informed that the victim gave an account that the subject had smashed up several items in the house to which I arrested the subject on suspicion of domestic violence criminal damage. The offence falls under Section 1 (1) Criminal Damage Act 1971. The subject

remained calm and compliant with the process of being arrested. I arrested the subject under PACE and Criminal Evidence Act 1984 Code G – Section 24. Through the process a female officer conducted a Section 32 search on arrest Police and Criminal Evidence Act 1984 on the subject.

The subject was escorted downstairs of her own accord with no force used. I continued to engage with conversation with the subject to explain what was happening and to keep her calm. As the subject left the front of the property, she tried to make off from myself and the other officers. I used tactical communication through the 5 step appeal (College of Policing, undated). My first appeal was to ask the subject to come to the police vehicle. This action was refused and the subject continued to move away from officers. I explained to the subject that she was under arrest on suspicion of criminal damage and she needed to comply with my requests to be conveyed to custody. The subject continued to move away from myself and other officers and started to become verbally aggressive. At this point the subject had no handcuffs on and I explained to her that if she was to continue to display aggressive behaviour and not conform to officers requests then she would be placed in handcuffs. I then gave the female a final warning asking “Is there anything I can reasonably do for you to cooperate with us?” The subject responded by swearing at officers and then trying to make off.

The female displayed further aggression, I therefore put the subject’s arms in the escort position, to which she resisted and used force by trying push me away. I placed the subjects left wrist in a handcuff but the subject gripped onto her right wrist preventing the right handcuff from being able to be applied. Further verbal communication with clear and concise instructions were given to the subject to release her wrist which was requested several times giving the female every opportunity to respond to request but the subject continued to refuse to engage and therefore force was used to take the female to the ground. This enabled for myself and other officers to apply the other handcuff to the female, to gain control and escort her to the police vehicle.

I continued to use verbal tactics to try and calm the female whilst waiting for a police van to convey her to custody. Whilst waiting, the subject disclosed she had ADHD and could not stand still and asked to be allowed to walk between the police car and another parked car on the road. Movement in this area was restricted as there was three officers within close

proximity. I explained to the subject that she would be allowed to walk in between the cars as she had calmed since the time where she had been restrained. I had also been mindful of what the College of Policing, 2014 states in section 3 of the code of ethics "I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly." As part of this I wanted to ensure I treated the subject fairly and in according with her needs.

As soon as the subject started moving between the vehicles she instantly, started to kick the police car to which she began to use physical force to try and prevent other officers and I from gaining control. The female was further restrained. I further arrested the subject for attempt criminal damage. The legislation I used for this arrest was Section 1 of the criminal attempts act 1981 – attempting to commit an offence.

Whilst the female was being restrained on the floor by two other officers and I, a member of the public walked past and asked if she was arrested. The subject then shout "FUCK OFF YOU FOUR EYED CUNT" I further arrested her for a Section 5 Public Order act 1986. Again, I continued to communicate with the female to try to minimise the disturbance to the public to which she did not respond. I found this difficult to try and engage with the subject as every time I tried to reason with her, it would escalate her behaviour.

Whilst waiting to be booked into custody, the subject continued to be aggressive and became extremely agitated. She began to swear at staff and threaten other prisoners who were also in the holding area. Again, the subject reiterated that she could not stay still because of her ADHD. I explained to her that due to her previous actions that she would have to stay where she was and due to there being another two prisoners in the holding area would not be allowed to move around. The subject's aggression escalated and then smashed the fire alarm on the wall next to her.

I used force under section 3 Criminal Law Act 1967 which is defined as "A person may use such force as reasonable in the circumstances in prevention of crime, or in the effecting or assisting of offenders or suspected offenders or of persons unlawfully at large"

Throughout the incident I found I was anxious about dealing with the subject as there were a lot of impact factors which I had to take into consideration. Knowing that the subject was a juvenile put me in a position where I felt apprehensive about applying force. This therefore

resulted in me not placing the subject in handcuffs as I did not feel it was necessary at the initial time of the arrest. I thought that if I placed the subject in handcuffs at the time of the arrest it would make her irate and make it difficult to get the female out of the property and as she was willing to comply, I felt that the level of risk to myself, other officers and the subject was low. I was always conscious about using force as stated by the College of Policing, 2014, in point 4.3 in the code of ethics use of force "According to this standard you must use only the minimum amount of force necessary to achieve the required result." For me, the required result was to effectively carry out the arrest and safely convey the subject to custody. Due to the behaviour that the subject was presenting, I did not feel at the time it was justified to apply handcuffs and tactical communications were sufficient at the time.

As the subject tried to escape, I thought that I would give her ample opportunity to engage with the verbal instructions which I gave her but I also thought that if she did not respond I needed to ensure that she did not escape. As the aggression increased it became clearer in my mind that the justification of using force to control the subject for an effective arrest was necessary. Again, because of the impact factors, I gave the subject numerous verbal commands to engage with. I was also taking into consideration it was the middle of the day and there were lots of members of public around and how it would look from the outside if someone did not know the full extent of the circumstances.

When the subject disclosed that she had ADHD and that she needed to move around I wasn't sure what to do for the best. As the subject had just displayed aggressive and resistive behaviour I was unsure whether to give her further freedom in case she behaved in this manner again. If I didn't then the subject being held in the escort position with her diagnosis might make her more agitated and react aggressively.

I feel that the experience dealing with subject gave me confidence in being able to deal with similar incidents in the future. Even though some people may have a lot more contributing factors to take into consideration, the underlying objective of ensuring everyone's safety whilst dealing with the situation is paramount. During the incident there were no injuries to anyone present, even though further offences had been committed by the subject, I was able to build some rapport with her as she did calm at points during the incident. It highlighted to me the importance of continual communication throughout the incident. I believe that my continual communication throughout the incident allowed for other officers who were

supporting know what was happening and what I was trying to achieve to gain control of the subject.

Reflecting on the incident, I feel that I gave the subject too many opportunities which if I had limited could have prevented having to restrain the subject outside as control could have been established earlier on during the incident. I also feel that I allowed the subject to have too much space whilst under arrest which limited the amount of control I had of the subject and potentially could have had a different outcome of further conflict which escalated later on in the incident.

Analysing the situation has indicated to me that I can only apprehend so much of a situation and even though I tried to think of all possible outcomes, it is something which you cannot predict. Therefore, I feel that the best way to be able to try and control the situation is to continually risk assess every situation and be versatile to adapt to the changing situation.

In the future, I believe that I would not give the subject as many opportunities to engage with police requests. I would take more consideration for the earlier signs that the subject was displaying through her body language and also utilising the limited information that she was given to me as a sign that she wasn't willing to engage. I would also utilise the force control room to ensure that all checks were carried out as this is something my colleagues conducted and as I was dealing with the subject, I wasn't able to acknowledge what was passed over the air.

I feel that during the incident I dealt with was challenging as the conflict displayed by the subject was unpredictable and required a multitude of techniques to gain control of the situation. There have been areas identified that were out of my control and signs such as trying to read the situation which I could have picked up on to help me deal with the situation. I felt that I had good communication with the subject but when things escalated, this is an area which I may need to improve to allow the subject to respond to initially but as the behaviour and aggression escalated, it was more instructions for the subject to follow rather than engaging to ease the tensions in the situation. I have linked the legislation which I have used in the dealings of conflict, demonstrated how Betaris Box underpins the attitude and behaviour of when dealing with a situation and followed Gibbs model of reflection to reflect on my dealing with this incident of conflict.

Word Count: 2434

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:

The purpose of this essay, is to be evaluate an incident that has two victims who have been extremely vulnerable due to their age and health. I will be assessing the approach on how I dealt with these victims, the reasons why I dealt with them in the way I did and reflect on how I engaged with them. I will be explaining how I engaged with the victims through the duration of the incident and carried on supporting them through regular victim updates as the case progressed to keep them informed. I will also be discussing how I incorporated the police values whilst dealing with the victims to show how I approached the situation in a sensitive manner.

The question requires an understanding of valuing difference and of part of this is being emotionally aware to the situation. Having the ability to be emotionally aware when dealing with a member of the public who I meet in my role as a police constable will help for me to understand the concerns, needs and perspectives of the individuals I interact with (College of Policing). The incident I will be relating to saw several differences between the victims and myself. It was the first incident I had come across in my role with dealing with victims who

have a protected characteristics under the Equality Act, 2010. I would be opting for an approach to ensure that their needs were met and also the required outcomes for the police was also achieved.

The incident was an emergency call where a victim who was an older male in his eighties rang to say that his son had come home drunk and was shouting verbal abuse towards his wife (mother of the son) who is extremely ill with leukaemia. The caller suffers with onset dementia, therefore making both parties involved vulnerable. Both victims fall into the category of the protected characteristic under the Equality Act 2010 due to their age. The reporting male also indicated that the subject had punched a hole in the wall next to where his wife was sleeping. This made her very distressed. Officers who responded to the initial call arrested the subject under Section 1(1) Criminal Damage Act 1971. The arrest took place in the early hours of the morning. As the victims had not had any sleep, I arranged to go later in the morning to complete all outstanding enquires.

As previously stated the male victim had onset dementia, reduced hearing in his right ear and was also a carer for his wife. I needed to take all these factors into consideration when I was planning to capture his account. To ensure that I was achieving best evidence, I completed a witness interview planning booklet. This is supported by O'Mahony et al, 2011 who suggested the importance of identify a vulnerable witness early on in the investigation. Completing the planning booklet was a form of assessment to understand what type of interview would be best to achieve the males account. As he struggled with his hearing, I adopted my approach on how I spoke with him. Rather than relaying long pieces of information and that information not be heard, I used brief short statements to minimise any confusion but kept clarifying what I was informing the victim.

Another method I utilised to ensure that the victim understood the information I was communicating to him was by asking him to relay the information back to me to see if he had retained the information. This proved to be challenging to conduct as the victim did not always understand what was being said but once I asked for an account on what happened he was able to give me a clear indication on what had taken place. I approached the manner with respect and courtesy at all times, the male would disengage and not wish to peruse as he wanted to ensure that his wife was having the relevant care required. Jack et al, 2019 state how "ineffective communication can lead to older people feeling inadequate, disempowered

and helpless.” Whilst conducting the above I felt it was difficult dealing with the victim, I wanted to ensure that I captured a true account of what he had heard but also showing respect in allowing him to carry out his duties in caring for his wife and support him through allowing the flexibility of communicating on his terms. I knew that the male wanted to make a complaint and provide a statement and it could be key evidence to the case so I therefore knew the importance of obtaining his account. I was also aware that the subject had been arrested so conscious of his time that he had in custody. If I did not continue to pursue with completing the relevant paperwork to help support the investigation to could have amounted to there not being enough evidence to prosecute the subject.

Upon completion of the assessment, I spoke with my Sergeant who advised I offered a video interview to which the victim refused. Due to his commitments with his wife and his responsibility of looking after her, he did not wish to pursue more time than he felt was necessary to documented account he had already completed. Therefore a written statement was taken. I had a first written account from the victim so I was able to type up his account allowing for the victim to care for his wife. This took longer than anticipated as trying to ascertain pieces of information from the male victim was time consuming. I was feeling that if I was intrusive of both victims whilst the male was providing care, this could result in the male not wanting to pursue a complaint. I was also thinking about what the male had disclosed about how his wife was not well and wanted to give them the privacy. Balancing the above, made me feel anxious about if I was doing the right thing, if I was giving them too much space and not just conducting the statement which was dragging out the whole process. In the future, if I was to encounter a similar situation, I would proceed with the investigation to minimise the amount of time spent with the victims. I also conducted a witness interview planning booklet which was very time consuming and as the victim was competent and gave a statement this was not required the male victim understanding, I know believe that this was a wasted exercise and made the victim feel agitated. In future I would gain an understanding of someone’s ability to comprehend what the best cause of action would be.

It is requirement that as a police constable I make it clear to the victim that when providing a statement they could potentially be called to court to form part of the investigation. Whilst explaining this to the victim, he appeared to change his body language and looked apprehensive about attending court. The reason for this is that the subject, used to work for a lawyer for the crown prosecution service (CPS) and was worried about the repercussions

of being intimidated by his son. I explained the process of the special measures that could be put in place. As he would fall into the category of intimidated witness as stated by the Ministry of Justice 2011, “whose quality of evidence is likely to be diminished by reason of fear or distress”.

There had been a number of previous incidents between the subject and the victims. There had previously been a restraining order for the subject to not attend the property but due to the deterioration of the subject’s mother, they went to court to remove the restraining order. But since this the relationship between the subject and his parents had become hostile and the fear of the subject returning to the house was impacting both victims. I explained how he was able to ask for restrictions to be reinstated and how conditions could be placed to not allow the subject to attend the property which is identified in the victim’s code of rights, 2015.

As it was a domestic incident I completed a Domestic Abuse Stalking Harassment (DASH) form with the victims. This allowed for grading to be completed on how the victims felt at risk. It was also an opportunity to share the information with partner agencies to help support the family in terms of the offence that had taken place but also with the support of caring for his wife. He agreed for me to contact the agencies to arrange for him and his wife. I feel as though the victim felt as that things were starting to get on top of him as he became tearful when talking about his responsibilities and reiterated that he wanted a peaceful life at his age.

After completing the DASH, I asked to speak to the males wife who was upstairs in bed as she was directly involved in the incident. I got consent and went to speak with the female victim. The female appeared to be in a lot of pain and discomfort from her illness. I spoke with the female in relation to the incident and asked if she wanted to make a complaint about the incident. The female struggled to catch her breath to speak and when she did speak became very tired. She informed me that she did not want police involvement and wanted to concentrate on using her energy to spend time with her husband. The female kept dosing in and out of sleep whilst I was speaking with her and asked for me to leave her for her own privacy. Personally seeing how unwell and distressed the victim I knew I needed to ensure safeguarding measures were implement on the victims behalf to ensure her safety. I could see that the victim was not well enough to engage with the process but I also wanted her to have the opportunity to give her account. It also made it easier to understand why her husband was agitated by not being able to look after her.

I spoke with the male victim to complete a victim contact management form with him. This enabled me to contact the victim at key stages of the case but also allowed me to ascertain the victims contact details and preferred method of contact. Knowing some background details regarding the vulnerability of the victim I helped decipher what the best means of contact would be for him to ensure was everything was understood. The male stated that he would like to be contacted via telephone. Reflecting on this, as the male had trouble hearing and as I tried to contact the victim he had trouble understanding what was being said on the phone. In the future, I would think that I would take the consideration of offering a written account such as through email. Therefore, it would be easier for the victim get a clear indication on the information I was disclosing and then any uncertainties could be followed up with a phone call or visit to the house for a face to face update.

As part of my role as a police constable and one of the underpinning values is to ensure that I pursue and bring to justice those who break the law (Bryant, 2019). Even though the victims at the time we not always supportive of police presence, I still needed to ensure that I offered the best service that I could. As they had a set of different priorities to which they felt their time was better allocated too. I needed to ensure that I valued their view point but also could uphold the law and carry out the investigation to the best of my ability whilst making the process as seamless as possible for the victims.

Another value that the role of a police constable is required to adhere to “protect, help and reassure” (Bryant, 2019). As the victims were both vulnerable due to age and illnesses, it should not mean that they have any different treatment or it should not be a barrier to hinder the investigation. I felt it was my responsibility to make adaptations to my approach to ensure the victims had the opportunity to proceed in making a complaint in relation to the offence. I reiterated to the victims of the process to make sure they were aware of what was involved so that they could prepare and make any necessary arrangements with the help of myself making a referral through the DASH process to gain the support of external agencies to help with daily activities which would appear to be a struggle of them. I feel I approached engaging with the victims with an open mind, this approach will help me deal cases of similar nature. Throughout the essay I have explored how I dealt with two victims in relation to a domestic incident involving their son. There were areas of the case where I felt uncertain if I was supporting the victims in the right manner but kept referring back to the policing values. It did

prove difficult and there were challenges such as communication which I needed to adapt accordingly to ensure the victim was aware of the procedures and I was able to ascertain if the victim has understood the processes taking place throughout the investigation.

I feel that even though I was conscious of giving the victims time and privacy as requested this did mean that the whole process for the victims was a lot longer than was required. I therefore feel that in the future, I will liaise with the victims to ensure that where appropriate I would arrange a time that suited them as an individual to complete the investigation paperwork to enable them to carry out their role as a caregiver. I could have also got another friend or family to help with the process. It would not be to help with the account but help to make sure that the victim understands the questions being put to them. So there are changes that I would make when dealing with a similar situation but even if the persons I deal with have different language preferences, I can take the learning from how I dealt with situation and use the same principles.

Word Count: 2396

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:

I will be critically assessing an emergency call that I attended at a mental health hospital. I will be reflecting how I used the National Decision Model (NDM) to rationalise the decisions I conducted whilst dealing with the emergency call that I attend at a mental health hospital. There were a number of variable outcomes to how I could have dealt with the situation and I will be evaluating how I used my discretion in relation to the incident. I will be using Borton's reflective tool to provide the structure of on how I used the NDM.

I will also be identifying my responsibilities I have under the Criminal Procedures and Investigation Act (CPIA) 1996 where I will be acknowledging how I stored relevant information, managed the offender and disclosed information to the defence (Bryant, 2019).

An emergency call for a mental health hospital was made over the air with brief circumstances that a male had been threatening staff members, I attended the call with two other officers. Upon arrival at the scene, the staff of the hospital had placed themselves in the staff area of the reception area on the ward. The subject was standing in the patient area

of the reception and appeared to have calmed since the call was made. I spoke with the caller in the first instance to get her account to which she informed me that a male who is an inpatient on the ward had become very aggressive towards other staff members, regarding where he could have a cigarette in the grounds of the hospital. The caller who I will be referring to as the victim, told the subject not to speak to staff in that manner and his request of being allowed out in the courtyard area of the ward for a cigarette would be denied if he continued. The subject then started moving towards the victim with clenched fists and said to her "I WILL FUCKING KILL YOU" which the victim feared that the subject was capable of carrying out the threat. The victim told the subject "YOU ARE AN INPATIENT, YOU DO NOT HAVE TO STAY". The subject replied "IF I LEAVE, I WILL FUCKING GO KILL SOMEONE". The subject then started punching himself in the face which re-opened a cut which he had on his face. This is the point the victim contacted the police.

As the victim feared violence would be carried out, I identified that a Section 4 (1) (a) Public Order - Fear and provocation of violence offence had taken place. The piece of legislation is defined as Fear or provocation of violence

Having established that an offence had taken place, I had to consider options on how to deal with the subject. The subject was an inpatient on the ward and had been there for three days so my first consideration was the welfare of the subject. I needed to ensure that I had consideration for his mental health. The subject was assessed by the doctor at the mental health hospital and informed myself that he required medical treatment for the injury on his face and had to go to another hospital as the mental health hospital, did not have the relevant equipment to deal with the injury.

Throughout dealing with the situation, I ensured I adhered to the code of ethics during each stage of the enquiry. The first part of my investigation was to gather information and intelligence. To make understanding of what had happened, I followed the golden hour principle to collate as much evidence in relation to the case. My lines of enquiry started by getting a first account from the caller who was also the victim. From this I was able to identify all parties that had been involved in the situation including witnesses, the subject and any other evidence which, in this case CCTV that captured the incident on the ward. This then allowed for myself and colleagues to speak to everyone who was involved. I also conducted background checks on the subject through the police national computer (PNC) and NICHE.

It identified the subject having a lot of markers for self-harming whilst in custody and injuring himself whilst being conveyed to custody. I wanted to gather further information from all parties involved to scope out any discrepancies between accounts and gain clarity on what had taken place. Being able to speak to the victim helped clarify what offences had taken place and identify what had happened. At the time, whilst I was at the scene, I did not view the CCTV footage, I had arranged to collect a copy at an agreed later date. I felt confident in that I had enough information to piece together a strategy on how I was going to deal with the situation.

The next stage into my investigation was to assess threat and develop a strategy. To assess this I followed the THRIVE model. As the incident had diffused prior to police arriving at the scene the immediate threat was low. My main concerns were the subject's injury, ensuring the staff were safe on the ward and to effectively deal with the offence which had been committed. As part of forming my decision I took into consideration the risk around arresting the subject and the potential of the subject causing further injury to himself transporting the subject. The strategy which was put in place was to arrange for the subject to come in for a voluntary attendance interview as this allows for subject not to be arrested (college of policing).

As the threat of risk was low as the nurses were willing to have the subject back on the ward after he had received medical treatment to his injury. I felt this was the best decision for all involved. The reason for bringing the subject in for a voluntary attendance interview was to get his full account of the incident and present the evidence I had for the case in interview and not to breach Police and Criminal Evidence Act 1984 (PACE). I feel that communication between all involved went well as everyone who was involved understood what the next stage of the investigation would be and the staff were supportive of police action being carried out. Once the subject was released from hospital I knew that his welfare would be continually assessed and he would have continued access to the required specialist treatment at the mental health ward. If this wasn't the case then there may have been a different outcome. I felt a bit uncertain as to whether this was the right decision to get the subject in on voluntary attendance as I didn't truly know of what he was capable of and what frame of mind he was in. He was very frustrated that the police had been called for the incident. At the time I did not ascertain the subjects address to see if he had a fixed abode, there were several address for the subject on NICHE but the latest verified address was

from several years prior. I was also unsure how the subject would react being transferred to the other hospital for treatment to the cut on his face. I was anxious about how he would present to other nurses knowing how he behaved towards the staff on the mental health ward who knew his full background.

As stated above, I identified what offence had taken place and therefore had a number of powers available which included arrest Section 24 PACE 1984 or voluntary attendance interview Section 29 PACE 1984. I have explained the rationale why I chose opting for a voluntary attendance interview. I felt that I was able to establish with the powers and policies which I had available that I was able to justify, if I was not able to justify and I did not take into consideration further checks and limited myself to the options I had available, then it could of resulted in a different outcome. This has highlighted the importance of conducting background checks on every person involved in the incident as if I hadn't of conducted these, then I could of not only be putting myself at risk but the subject as risk too if he was arrested. The subject had agreed to come in for a voluntary attendance interview but I needed to have a contingency in place in case he did not attend the interview. My contingency was to conduct arrest enquires for the subject. But prior to these, I would give the subject the opportunity to appear for a voluntary attendance, this would include completing a risk assessment over the phone and before booking the dates, ensuring that the custody nurse would be available to check the subject over due to his markers and mental health. I was apprehensive about my contingency option as I knew the markers for the subject, also the arrest enquires might prove to be difficult as I did not ascertain a current fixed abode.

Several days later, I contacted the subject to complete the risk assessment and I established his current fixed abode. This would allow me to conduct arrest enquires if required. The subject had contacted the police two days after the incident to disclose to officers that he had been sexually abused when he was younger. The officer in case for the other investigation had contacted to me as the subject wanted to know further information to why he was being requested to come in for a voluntary attendance interview. I made several attempts to contact the subject to which he did not respond. The subject replied to one of my messages sending a text stating that he was not well at the time of the incident, the nurses should be able to deal with the behaviour he displayed and he does not feel it is fair and therefore would not be coming in for an interview. Subsequently, I conducted arrest enquires for the male to which he was arrested and the interview was conducted. I ensured

that all preparation was in place so that the subject would be spending a minimum amount of time in custody.

I decided to arrest the subject as he stated that he would not be attending for a voluntary attendance interview, this gave me the necessity for the arrest. I required an account from the subject as my role of a police constable is to be an impartial investigator, I needed to be impartial to both parties involved in the incident (College of Policing). I achieved being able to get an account from the subject which enabled for the case to be progressed. If I hadn't of taken the actions which I did then this would not have been possible. As I was able to minimise risk whilst conducting arrest enquires by having the interview prepared ready, other units supporting in being able to convey the subject and I was able to build a good rapport with the subject. I achieved this by telling the subject what was going to be happening and as I was able to prepare, this would minimise the time spent in custody. I was nervous when transporting the subject to custody, even though he was compliant, I knew how he had reacted previously and he was agitated when he was first placed in the cell, in the back of the police van. A member the subject's family was present at the address and was willing to come to custody to wait for the subject to be interviewed. This calmed the subject as he was taken to custody. I feel that my communication with informing the subject on the reasoning why he was been brought in for a voluntary attendance interview could be improved with dealing with people in the future. As I did not realise that the subject was on medication at the time of the incident which had effected his understanding on what happened. If I had given a more detailed explanation on why he was required to come in for a voluntary attendance, then it could have perhaps reduced the needed to arrest.

Discretion had a big part to play in my decision making in relation to the incident. Discretion is defined as "the freedom of the individual officer to act accordingly to his judgement in particular situations" (Newburn and Neyroud, 2008). Due to the subject's mental health and numerous amount of markers, I needed to ensure that there was minimise risk to him. Also, I needed to make sure that the offence that had been committed was dealt in the correct manner. Therefore, I understood the potential implications of arresting the subject and how it could be a risk for him but also the officers who would be conveying him. I spoke with the subject who was willing to attend for a voluntary attendance interview. I also spoke with the victim, as she had been subject to crime, I need to ensure she was aware what steps I was

taking to ensure the crime was investigated. Therefore taking in the above considerations, I was able to use my judgement to apply an alternative outcome other than arrest.

The outcome after the all evidence was gathered was that the subject was reported for summons. My responsibility for the case was to ensure that all materials used in relation to the case even unused evidence, was uploaded to the case file associated to the case. I was also responsible ensuring that whilst dealing with the case that the information was stored in accordance with CPIA. All information was documented on NICHE and the CCTV footage which I captured on my body worn video was uploaded to Fotoweb which is a secure platform used by Gwent Police to store pictures and videos. This can only be accessed by police personnel. All unused materials were also uploaded to the case file ensuring that personal information was redacted prior to it be submitted so details were not accessible for the defence as in accordance with General Data Protection Regulation, 2019. I completed a MG6a which is a disclosure for a solicitor but this was not used and uploaded as unused material as the subject did not have a solicitor. The reason for uploading and storing all information is to ensure transparency to the case. It was my responsibility to ensure that this was completed as I was the officer in charge.

Within my role as a police constable during my attestation I swore in to “uphold the law firmly and fairly” (Bryant, 2019). I did this throughout the incident by ensuring that I understood the needs of both parties involved and even though the subject had been identified as committing an offence, I ensured that he was treated fairly as to get access to the support that he required. The International Association of Chiefs of Police 2020, state that to treat a person in a bias free manner “all people are treated in the same manner under the same or similar circumstances”. I feel that this supports how I dealt with the parties involved and if I was to deal with a similar incident in the future, then I would treat people in the same matter and not by my pre-conceived ideas of a person. If I was affected by this then this would mean my bias would be a contributing factor and I would not be upholding the law fairly.

I have demonstrated how I have embedded the NDM and using my discretion to come to the outcome which I have with the incident. There are always a variety of options that are available to an officer when dealing with a case and that's why it is important to analyse the situation and pick the option most relevant which is conducted through the NDM.

Word Count: 2645

Task 5

Personal Development Plan / Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 6000D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for a personal development plan that you can use for this task.

500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 10,000 words equivalent total for this module.

ANSWER:

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Area of Development	How it will be achieved	Who can provide support	Timeline
To be assertive when dealing with situations. This includes dealing with subjects and victims.	- A more confident approach to help take control of a situation - Keep all parties who are involved on topic and in relation to the offence.	- Colleagues - Sergeant	6 months
Improve communication with victims	Ensuring regular updates in key points throughout the case	- Colleagues - Sergeant - Victim support to identify where victims feel they would like more support	6 months

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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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Task 6

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

By signing the section below you are acknowledging your continuing progress on O.C.P. This is recognised by the university as work that is fully supporting this module BMPP 6000D; Professional Police Practice 3 and in signing it will be equivalent to 500 words towards the 10,000 words equivalent total for this module.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

Signed: Joshua Woodham _____ (Learner – electronic signature accepted.)

Date: 17/06/20 _____