

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

A police officer's ability to develop and maintain their resilience, and how they cope with stressful situations, are key skills in modern day policing. Each officer will have his or her own individual way of coping with stress in the workplace but in order to establish an effective coping strategy; I will first look at what stress is and how we can identify it. Once a problem is identified, it is generally accepted that it becomes much easier for a person to work through and reflect upon.

Whilst there is no officially recognised medical definition for stress, there are several common signs or symptoms that are regularly associated with stress that we can focus upon. These can be further sorted into three main categories: feelings, behaviour and physical signs. I will discuss how these signs might link into operational policing.

The mental health charity Mind (Mind 2017) lists several common symptoms associated with the feelings of stress:

- irritable, aggressive, impatient or wound up
- over-burdened
- anxious, nervous or afraid
- like your thoughts are racing and you can't switch off
- unable to enjoy yourself
- depressed
- uninterested in life
- like you've lost your sense of humour
- a sense of dread
- worried about your health
- neglected or lonely

Many of these symptoms listed above are linked to mental health disorders however according to Mind “Stress isn’t a psychiatric diagnosis, but it’s closely linked to your mental health in two important ways”. These are:

- 1) Stress can cause mental health problems, and make existing problems worse such as developing anxiety or depression.
- 2) Mental health problems can cause stress. Coping with an existing condition can become an additional source of stress.

Behavioural:

- finding it hard to make decisions
- constantly worrying
- avoiding situations that are troubling you
- snapping at people
- biting your nails
- picking at your skin
- unable to concentrate
- eating too much or too little
- smoking or drinking alcohol more than usual
- restless, like you can't sit still
- being tearful or crying

Physical:

- shallow breathing or hyperventilating
- you might have a panic attack
- muscle tension
- blurred eyesight or sore eyes
- problems getting to sleep, staying asleep or having nightmares
- sexual problems, such as losing interest in sex or being unable to enjoy sex
- tired all the time
- grinding your teeth or clenching your jaw
- headaches

- chest pains
- high blood pressure
- indigestion or heartburn
- constipation or diarrhoea
- feeling sick, dizzy or fainting

In the context of operational policing, many of these symptoms would be counter-productive to performing in my duties. Physical symptoms such as panic attacks, sleep deprivation and dizziness are a safety risk as they put me at risk of injury if I am not fit for duty. Behavioural symptoms such as struggling with decisions, snapping at people or unable to concentrate have a negative impact my ability to act professionally in the work place. They could even cause errors that have a negative impact on victims, witnesses or my colleagues. This is why it is important for operational police officers to be resilient and develop coping strategies so that the impact of stress, either pre-existing or during a live incident, has can be minimalised.

I am fortunate in that do not feel that I experience major stress often in my life and I seem to unconsciously cope with day to day stress well. In a recent discussion with my mother about this topic, she said to me: “I’ve always said ever since you were little that if you were any more laid back you’d be lying down” (G, Taylor September 2021), which I found rather amusing. I have experienced ‘short-term’ stress in my life during incidents such as the death of relatives, dealing with my child when she was ill, escaping a robber with a knife and once narrowly avoiding a head on road collision by swerving my car onto a grass verge. Most of these events, whilst retained in my memory as unpleasant, have not had lasting effect on me.

During my first 6 months of training, my main cause of stress was coping with the huge influx of new material such as legislation, policies and procedures. Each day would be a minimum of one or more topics to learn with legislation to memorise in preparation for the upcoming exams. Whilst I do hold a degree already, I barely achieved a passing grade in Advertising and Brand Management and I am not comfortable in an academic setting. At 33 years of age now, I am also very out of practise with exams and essays, as the reader may have noticed.

Early in the training school we were asked to complete a survey, which would identify our preferred learning style using Fleming’s VAK Model and I discovered that I lean towards Kinaesthetic learning. “Kinesthetic learners rely on doing to learn. They heavily depend on interactions within the learning environment and especially with their bodies. They will easily recall events or information attached to an experience or the feelings of a physical event. They learn best through field trips,

physical activity, manipulating objects and touch. Kinesthetic learners tend to have high difficulty in sitting still and need frequent breaks when learning.” (Atkinson 2017)

As we progressed through our 6 months it became clear to me that the teaching style used would favour the Auditory learning style so I needed to ensure I could adapt this during my own time. This brought added pressure of spending less time with family and an increase in worry that I might not be able to keep up. With this in mind, I ensured to ask questions whenever I was unsure and I always had my Blackstone’s Handbook for Policing Students with me so that I could refer to it in each lesson. I found that this helped me regain my confidence and assisted me in my learning and this in turn meant I felt less stressed about being back in a learning environment.

An additional worry for me was the physical aspect of the job as we were due a fitness test at the midway point of the course, which had been at the forefront of my mind for some times. A few years prior to joining the police I was heavily overweight and weighed in at 20 stone at my highest. It had taken a lot of self-control through diet and exercise in order for me to reach eligible fitness levels to join up. Due to the COVID-19 pandemic I had not had an official “beep test” and had been testing myself using an app. Through the winter months prior to and during the start of training I would continue to run multiple times a week to maintain my fitness levels in preparation for the test. In addition to knowing this would help me to prepare for the test, running is also a useful way to combat stress. According to WebMD “When you exercise and run, endorphins and serotonin are released in your body - chemicals in your brain that improve your mood. Running regularly at a moderate or vigorous level can improve your mental health. Running also improves your memory and ability to learn.” (WebMD 2020). Since passing the test, continuing to run at least once a week has helped me maintain both my physique and my mental resilience which are strong defences against symptoms of stress. I also cycle to work and have noticed I appear to be in a much better mood in the mornings than my colleagues who commute by car although I am lucky in that I do not live too far from my station.

I believe that a positive mental attitude is a good way to manage my resilience and reduce stress and fostering good relationships with my colleagues is one way in which I maintain this attitude. Careers specialist Indeed advise: “Getting along with colleagues at work is important for inspiring teamwork and creating a healthy work environment. Being able to provide support to others at work is one way to build relationships with your colleagues and be a valuable team member.” (Indeed April 2021).

Since being attested as a constable I have found support in conversation with the colleagues on my team, and by keeping in touch with the constables from my training group. Sharing stories and

asking advice has been incredibly helpful for me for operational policing. In particular I was having difficulties with my work load, in that I wanted to complete and close cases as fast as possible. Between the exigencies of duties and the unsocial shift patterns, I was finding it difficult to complete all my tasks at the pace I was used to when case managing in my previous job where I was target orientated in quick resolutions. In policing, I have discovered that the lower level crimes can often be worked 'slow time' and as long as the victims are given regular updates, it can be normal for simpler things to take a few weeks.

In conclusion, I will continue to exercise by running and cycling in order to maintain my health as this helps to combat the physical symptoms of stress. I will also continue to build upon my relationships with my colleagues in order to maintain my support network within the job role. Additionally I have friends and family who work in different force areas that I can reach out to if I need to.

Word count: 1563

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:

One night shift in July the camera operator covering the city centre called over the radio for officers to attend a bar on St Mary's Street in Cardiff City Centre. The operator's could see a male had his hands to a female's throat and that security staff from the bar were arguing with the couple. As my colleagues and I arrived we managed to stop the couple before their vehicle left and began to make enquiries along the lines of a domestic assault. As this was ongoing, the female's mother exited the vehicle, very intoxicated with alcohol, and began to cause trouble. After not listening to words of advice, assaulted her ex-husband who was present at the scene and demanded to be arrested. Female suspect known as 'S' from here onwards.

S was arrested for assault and once in the police vehicle she began self-harming by slamming her head on the cell. I rode with S as we conveyed her to Cardiff Bay custody suite, continued to prevent her from hurting herself by using my hand to cushion her head, and tried to use tactical communications to calm her down so she would be calm upon arrival. Due to the COVID-19

Pandemic, all arrivals must have their temperature taken before they can be admitted as Cardiff Bay does not have the facility to deal with COVID-19 infected prisoners. S coughed in the face of the Detention Officer who had attended to check temperatures and declared she had COVID-19. She was therefore declined entry to Cardiff Bay and we were instructed by the Custody Sergeant to convey her to Merthyr Tydfil custody suite.

During this journey I built what I felt to be a good rapport with S who calmed down and spoke at length with me about her issues with her family, her historical child sex abuse, her mental health issues and I utilised active listening to engage her and keep her calm. On arrival at Merthyr Tydfil she became agitated due to discomfort and the long wait time for the custody staff. She was further aggravated by my colleague trying to engage with her and began hitting her head against the cage again. I put my hand in the way to block her as before but S lashed out and kicked me twice in the shin. I replied with tactical communication instead of using force but S then turned to my colleague and spat in her eye, prompting me to use force to drag S restrain her on the floor. After she calmed down I pulled her into a sitting position and the custody staff attended and moved her into the facility where, once in the cell, we could see her banging her head on the floor from the CCTV cameras. S was left in the care of the custody staff and my colleague and I returned to Cardiff. S received a caution for the assault on her ex-husband and was charged with three counts of assaulting an emergency worker.

Critical Assessment

1. The main social impact factors of the incident were intoxication with alcohol and mental health. The young couple the call was originally made for were celebrating the female's birthday with her parents, who it has been mentioned are divorced. All parties were heavily intoxicated with alcohol.
2. Legislation that applies to S's behaviour changed over time as the incident escalated. At the beginning when she was being verbally abusive officers could have chosen to deal with her using public order offences or drunk & disorderly conduct. Once she punched her ex-husband there is the offense of assault with the domestic violence element. Later assaults are come under the classification of assault on an emergency worker for the custody officer and assault police for my colleague and I.
3. Cultural impact factors from the incident are binge drinking, working class culture, echoes of child cruelty from a parenting standpoint.

4. The ethnicity of all parties involved was White British so there is no evidence of any racial element involved. S was particularly rude and aggressive towards her daughter and the female officer who she assaulted at Merthyr Tydfil but was much calmer when being spoken to by the male officers present.
5. There was no language barrier as everyone spoke fluent English. It is worth noting that S took particular offense at one point when she misheard my colleague saying “hey” and thought she had been addressed as “babe”. She became very agitated and shouted “don’t call me babe” and repeatedly made reference back to this during the time she was in our custody.

Reflection

I will now break this incident down using Borton’s Model of Reflection. (Borton, 1970)

What? - Tactical Communications is the first skill officers should use when attempting to de-escalate an incident, before any use of force should be considered. This involves the use of active listening to try de-escalate (Bryant, 2021] and this coupled with rapport building has proven successful in many situations. Calming someone down from an aggravated state to a manner in which they can hold a conversation is an incredibly powerful tool that officers can use.

So what? - S had been arrested in line with PACE code G (Gov.uk 2012) which grants police statutory powers of arrest under section 24 of the PACE Act 1984 and she must then be conveyed to a custody suite and presented to a custody Sergeant. It is uncommon for officers to ride inside the cell with a prisoner but I had volunteered to do this as S had repeatedly made attempt to harm herself by banging her head and face on the cell walls and seats. She was placed in handcuffs to the rear due to the violent nature of her offence, so there was minimal risk in me riding along with her. S was sitting crossed legged on the floor of the cell facing the rear door and repeatedly tried to slam the back of her head against the cell wall.

Now what?- Instead of physically restraining her to prevent further harm, I chose to place my open hand between the back of her head and the cell wall so that every time she made attempt to hit the wall, the blow was cushioned. During our initial trip to Cardiff Bay Custody I utilised my communication skills and I persuaded her to stop trying to hurt herself and managed to calm her down. Unfortunately, once we arrived at Cardiff Bay she took offense at the attitude of the other officers present whilst waiting for admittance and it was here she assaulted the custody officer with a cough to the face. I was particularly annoyed by this as I thought the relationship that I had

developed with her had been broken down rapidly during this short waiting period. I feel that if it were she and I alone she would not have committed that assault.

On the conveyance to Merthyr Tydfil I was able to rebuild the rapport with S to the point where she was comfortable sharing with me the details of her life and we also spoke about her daughters lives. S was still intoxicated and repeated stories as though they were new. The other officer driving the vehicle was the one whom S took the biggest dislike to at Cardiff Bay and once we arrived at Merthyr Tydfil, this officers communication style appeared to me to cause S to escalate her behaviour which led to the other assaults. In future, I would consider asking colleagues to be left alone with the prisoner to prevent such circumstances repeating.

Decision making

Regarding my use of force during this incident, I ensured that I repeatedly made use of the policing National Decision Model (NDM) that formed by the Code of Ethics. (College of Policing 2013) The mnemonic **CIAPOAR** helps officers to remember the order for processing the information through the NDM and should be used by officers in a cycle to continually update your thought process and actions to match an evolving incident as I have illustrated below:

C - Code of Ethics – the policing principles and standards of professional behaviour.

Firstly the Code of Ethics states that: "Police officers only use force to the extent that it is necessary, proportionate and reasonable in all the circumstances". (College of Policing, 2013) S was placed in handcuffs to the rear by the arresting officer and offered no physical resistance but was verbally abusive. It is always best practise to handcuff in this way, not only because this particular offence involved violence but also for officer safety for when carrying out a search, and when conveying a prisoner into custody. S had been arrested for the assault on her ex-husband, which is when an officer can legally take away someone's right to liberty; a limited right known as Article 5 of the Human Rights Act 1998. (Equality Human Rights, 2021) This is a good example of force being necessary, proportionate and reasonable, as any unlawful force would be in breach of the absolute right of prohibition of torture, known as Article 3 of the Human Rights Act 1988. (Equality Human Rights, 2021)

After coughing at the Custody officer and being placed back in the van, S informed me she didn't have COVID and only shrugged at me when I asked why she had coughed at him. The custody

sergeant said the risk was still present so she was taken to Merthyr Tydfil. Orders and instructions is a part of our Code of Ethics so we obliged without argument and conveyed her once more.

I - Information – gather information and intelligence

S was intoxicated with alcohol by her own admission. It was also obvious to us as officers due to her actions and the smell of alcohol on her. On the first trip to Cardiff Bay in the back of the police vehicle, S dropped to her knees and would make attempts to begin banging her head and face against the cage seat and walls.

By the second trip to Merthyr Tydfil I was now aware that S wasn't opposed to causing further trouble and that she had taken a particular disliking to my colleague who was driving the vehicle. S was in handcuffs to the rear still and appeared to be no threat to us. Once at Merthyr she became agitated with the long wait time for the next sergeant and with the way in which my colleague was speaking to her. She began banging her head on the cell walls again so I reached up to stop her with my hand. She then kicked me in the shin and roughly 7 seconds later, leaned forward and spat in my colleague's face.

A - Assessment – assess threat and risk and develop a working strategy

After the arrest a decision was made between my tutor and myself that I would ride in the back of the van as a precaution in case S tried to hurt herself again as I would be able to respond quickly. I was happy to do this as S was handcuffed and sat on the floor of the van and was not aggressive towards me, only herself.

Later on, at the initial point of being kicked I decided to engage my tactical communications and tell her off. I told her to stop it and firmly pointed at her. It was at this moment my colleague stepped up and also attempted tactical communications. S told her to shut up, leaned forward and spat in her face.

Box (College of Policing, 2019) explains that our attitude affects our behaviour which in turn affects the attitude of others which affects their behaviour, and back to affecting our attitude again in a cycle. My goal throughout the incident was to keep de-escalating the situation using tactical communications and rapport building, which had been working to a degree. Once my colleague was assaulted however, I decided to take action.

P - Power and policy – consider powers and policy

During the journey to Cardiff Bay I had the power to restrain S by firmly holding her by the shoulders and head so she would be unable to move to hurt herself. This would be a justified use of force yet I was keen to employ tactical communications first in an effort to calm her down and render force unnecessary. South Wales Police policy for prisoners is to have one driver and at least one other officer to ride in the back of the van to keep a watchful eye on prisoners at all times. We also activate our body worn cameras to capture the journey.

Later, I had the power to restrain S as soon as she kicked me. I also had power to restrain her when she assaulted my colleague. This is because both of these incidents were assaults and officers are permitted to use force to protect themselves and others.

O - Options – identify the options and contingencies

I would have been justified in restraining S in order to prevent her harming herself but I could also use my own hand to cushion the blows when she made an attempt to hit the back of her head against the cell wall. This was because she was unable to get much momentum due to the way she was sitting on the floor of the van and the impact that her overweight build had on preventing her from easily moving about.

The immediate options that came to my mind at the point of being kicked was to either restrain S or to tell her off and try to calm her down again. I felt that I could try to de-escalate the situation if I could connect with her due to the rapport that I had built. I didn't have time to do this before the spitting happened and in order to protect my colleague I chose to use force.

A - Action – take action

Initially I chose the softer option of using my hand to cushion as it was less confrontational and I was hoping she would cease her attempts and engage with me verbally. I absorbed quite a few blows at the beginning of the journey to Cardiff Bay custody but during this I also managed to calm her down. I did this by talking to her in a soothing way and I also kept tucking her cardigan back onto her shoulders in a nurturing way to maintain her dignity and show her I cared for her.

Later on, as soon as the spit happened and in order to protect my colleague, I reached forward and dragged S to the floor of the cell in order to restrain her and prevent further harm. My colleague stepped forward and informed S she was being further arrested for assaulting an emergency worker.

R - Review – what effect the action had

A couple of minutes into our journey to Cardiff Bay, S had calmed down and was engaging me verbally without hurting herself anymore. I was happy with my actions but maintained a state of alertness should she change. She remained compliant with me but was verbally abusive to my colleagues until the moment the custody officer attended us at which point she assaulted him by coughing in his face and declaring “I’ve got COVID”.

After I reacted to the spitting, S was now restrained and unable to cause harm to either of us. She was on the floor for around 2 minutes before I lifted her into a sitting position that would be more comfortable and easier for her to breathe naturally. S had calmed down enough at this point and shortly after the sergeant arrived to process her into custody.

Conclusion

I used Gibb’s reflective cycle (Gibbs, 1988) and considered the outcome positive, on the whole, albeit a bit unfortunate. Positive action was taken for both the initial victim of the assault and the assaulted emergency workers through police action. Whilst inexcusable, the assaults on my colleagues and I were relatively minor and easy to recover from and charges were pressed for these. I did feel somewhat guilty about the assault on my colleague at Merthyr Tydfil as I feel if I had used force as soon as I was kicked, my colleague might not have been spat at. I feel justified in my use of force throughout the incident and will consider it a learning point for the future as I progress in my career.

Word Count: 2747

Task 3

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

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

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

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

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

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

ANSWER:

In late July I was tasked by my Sergeant to investigate a G4 (grade 4) call that had come in for our station (Cardiff City Centre) to deal with. Calls to the police are graded by the control centre by how swiftly a response is required, such as if it is an emergency or not. In order to assign these grading's, the control centre uses a risk assessment tool that follows the T.H.R.I.V.E (West Midlands Police 2021) mnemonic, which stands for:

- Threat – A threat is a communicated or perceived intent to inflict harm or loss against another person
- Harm – Harm is to do or to cause harm e.g. damage or injury
- Risk – Risk is the likelihood of the event occurring
- Investigation – Investigation is the act or process of examining a crime, problem or situation and considering what action is required
- Vulnerability – Vulnerability is defined for the purpose of incident management, as “a person is vulnerable if as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation”.

- Engagement – Engagement is where organisations and individuals build a positive relationship for the benefit of all parties.

Once a call has been assigned a grade based on the above criteria it is then allocated a number for the required response type; from a G1 to a G4, where G stands for grade (Carlin 2021). A G1 call is an emergency that needs police to attend **immediately** utilising blue lights, sirens and advanced driving if possible. A G2 needs attending within an hour as it has a **significant** degree of urgency. A G3 call requires police attendance but the timescale is **extended** up to 48 hours as no emergency response is required. A G4 is known as the **referred** grade where the crime can be resolved without deployment of an officer to the location.

This particular G4 related to the theft of a wallet from a bus that had taken place within Cardiff City Centre. The reporting person (RP) was also the victim of the theft and had been advised to contact the police by the bus company who he had reached out. The victim had requested CCTV footage from the bus company who had in turn asked the victim to contact the police as a data protection disclosure form is required to access such information. People in the UK are freely permitted to request CCTV of themselves (Gov.uk 2021) but as this was in relation to an allegation of crime, the bus company's policy was to involve police directly.

The RP had been on a bus travelling through Cardiff City Centre when a technical fault meant that the driver had asked all passengers to alight at the next bus stop whilst a replacement service was arranged. The RP had been sitting down during the journey with his wallet and bag placed on the seat next to him. As soon as the passengers had disembarked the bus, the RP realised he had not picked up his wallet so climbed back on board the bus to check his seat, but there was no wallet there. After checking CCTV I could see that a male had spotted the wallet and quickly sat on it to conceal it from view. He then stood up, held it hidden behind his back, and left the bus shortly after the RP. This meets the definition of theft as the suspect appropriated the property in a dishonest way and made no attempt to hand it back to the RP.

A victim is described by the Crown Prosecution Service as being; "A person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by criminal conduct. A close relative of a person whose death was directly caused by a criminal offence." (CPS 2015). In this incident, the victim had suffered economic loss due to the theft of his wallet that contained his banking cards, identification and £400 in cash.

When an incident is assigned as a crime, the circumstances are evaluated against the relevant legislations to ascertain what offence has taken place. The definition of theft is “A person is guilty of theft if he/she dishonestly appropriates property belonging to another, with the intention of permanently depriving the other of it.” (Section 1(1) Theft Act 1968). A theft is aggravated by the use of threat of force and is known as robbery, for which the definition is: “A person is guilty of robbery when he or she: steals and, immediately before doing so or at the time of doing so, and in order to do so, uses force on any person or puts, or seeks to put, any person in fear of being then and there subjected to force.” (Section 8 Theft Act 1968). The circumstances of this incident did not involve any use of force so it was classified as theft not robbery.

In addition to force, there is another way to aggravate an offence and that is if there is an element of hate involved, thus escalating the crime to a hate crime. The law recognises five types of hate crime on the basis of:

- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

Any crime can be prosecuted as a hate crime if the offender has either:

- Demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity

Or

- Been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity

Someone can be a victim of more than one type of hate crime. (CPS 2017) In this theft incident, the victim has a disability as he is visually impaired and almost completely blind, however the incident was not classed as a hate crime as the victim had no interaction with the suspect and it is unclear if the suspect even knew about the disability. The crime classification can be updated at a later stage if required but in this situation it was not as the victim never made any link between the theft and his disability, nor did the actions of the subject seen on CCTV give any indication of hostility.

My responsibilities in the case were to meet the needs of the victim, carry out an investigation and bring the offender to justice (if possible). These are in line with the policing values set out by in The Police Service statement of Mission and Values (NPCC, 2016). My first step in meeting the needs of the victim was to carry out a Victim Needs Assessment to check if the victim meets the criteria for an enhanced entitlement. Enhanced entitlement is offered to victims who are:

- Victims of the most serious crimes: Domestic violence, Hate crime, Terrorism, Sexual offence, Human Trafficking, Attempted murder, Kidnap, False imprisonment, Arson with intent to danger life, Wounding or GBH with intent, Close relative bereaved by a criminal offence.
- Persistently targeted victims; and
- Vulnerable or intimidated victims. (CPS 2021)

This victim fit none of the above criteria, as it was a theft (not a 'most serious crime') and there was no perception of hostility for it to be a hate crime, and so I was not required to refer him for an enhanced victim service. My second step was to ensure that I made a log of the contact with him that included an agreed upon timescale for updates and his preferred means of contact. This is useful for if another officer needs to take over the case or provide an update on my behalf as they can easily find this information on the occurrence enquiry log (OEL). It is also important to correctly catalogue the OEL with every instance where the victim has been contacted by an officer by using the correct template: Victim Update V03. The codes used within the policing system (Niche) allow proper organisation and administration of incidents and allow thorough checks to be carried out to ensure the right service is being provided.

My first step in the investigation side of the matter was to familiarise myself with the description of events, known as first account, that the victim had provided so that once I had obtained the CCTV footage, I knew what I was looking for. I then emailed the bus company with the requested data protection form and attended their offices to collect a DVD that consisted of the footage from all the cameras present on that bus from the timeframe around the incident. I viewed this CCTV back at the police station and noted my findings on the OEL. Of the cameras available there were two separate ones that captured the theft and I utilised a third to get as close of a shot as possible of the suspect's face for use in the investigation. The victim can be seen alighting from the bus with his backpack and he is then standing on the road. As more passengers file down the aisle, a male appears to spot the wallet and promptly sits on the seat next to it. After a few seconds he stands up, with the wallet clutched in his hand held tightly behind his back, and exits the bus in the company of some women who he was travelling with. Once on the street, the suspect heads in the opposite

direction to where the victim is standing, and a few seconds later the victim, having realised he no longer has his wallet with him, boards the bus again to search for it.

This footage covers all of the 'points to prove' that officers look to cover from the legislation when investigating an offence. For theft there are five:

- **Dishonestly** – the suspect sat on the wallet then hid it behind his back when alighting the bus
- **Appropriates** – he took control of the wallet
- **Property** – the wallet clearly belonged to the victim due to the ID contained within
- **Belonging to another** – the suspect found a wallet and knew that it wasn't his own
- **Intention to permanently deprive the other of it** – the suspect concealed the wallet behind his back and made no effort to return it to the owner but went the opposite direction.

I had enough information on CCTV to charge the suspect with theft and bring him to justice but I needed to be able to identify who he was. The CCTV footage was not high quality and so getting a still image of suspect was difficult. One additional challenge I have found during the COVID-19 pandemic has been getting a positive ID on people involved in crime due to the requirements to wear facemasks. This particular suspect was not wearing a facemask but even then, the best still images I was able to capture were not very clear due to the quality of the cameras from the bus. As the suspect wasn't known to me and there was no way to identify him from the bus system, I captured two still images of him and sent these off to be circulated within the force. They were added to the South Wales Police's "Theft and other crimes stills" bulletin which is circulated each month within the police with the aim that another officer who may recognise the person can contact and provide an ID for enquiries to be conducted.

As I had reached point where I was waiting on ID for my suspect, there was no further action I could take regarding this matter given the low level of the offence and the resources available. I contacted the victim and explained to him that the investigation was being closed pending identification, at which point we would update him, and arrange to arrest and interview the suspect. I gave him words of advice that in future he should ensure to keep his wallet in his own pocket or bag rather than leave it lying on a seat next to him. The victim was understanding and thanked us for our time and to this date there has been no update in relation to this matter.

After closing the occurrence I used Gibb's reflective cycle (Gibbs, 1988) and would consider this overall to be a positive experience for the victim. He is aware that we took swift investigatory action

in regards to this incident of theft and knows that we have followed every avenue available to us given the resources and level of offence. Unfortunately the suspect is yet to be identified but nonetheless the victim has been left with a positive opinion of South Wales Police with regard to our passion for protecting the community and investigating crime in our local area. I don't believe there is any likelihood that this victim will become a repeat victim of theft from this same suspect as it appears to be an 'opportunistic theft' and the parties were unknown to each other. I would also like to think that based on this experience and the words of advice that I gave him, that the victim will not be leaving his wallet on the bus seat in future. Due to the level of the offence being low grade, and the small amount of resources available, namely myself and my tutor, we hadn't taken any further action. I have no doubt that if this crime on the bus had been something more serious, like an assault, robbery or attempted murder, then more specialist teams would have been able to canvas the city CCTV in the area and track the suspect involved. In an ideal world I would be able to do this for every crime I investigate but sadly that isn't possible.

Word Count: 2261

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:

One Saturday in July I was on mobile patrol with my tutor in the area of Cardiff City Centre when a G1 priority call for an immediate response came over the radio to attend a location on a popular high street in Cardiff. The information provided was that the local store security network had detained a male for shoplifting and that he had become aggressive.

Whilst travelling to the location I requested additional information from the control room to assist me with my National Decision Model (NDM) process. I had requested this additional information in order to better assess what threat, risk or harm the subject may present to myself, my colleague, the security staff and any members of the public in the area and to build a working strategy for when we arrived. I then utilised this information to consider my powers and policies such as if we were going to be required to use force on the subject due to his aggression and if we would look to give him a Penalty Notice for Disorder (PND) or chose to arrest him. If the items stolen were valued at under £100 and it was a first time offence then a PND would be a suitable option for this offence (Ministry of Justice 2014), as long as the aggressive behaviour didn't warrant any further action. Ultimately

the choice between policing options and actions that I would taking would be a matter for my discretion and I would need to ensure it was ethical, proportionate, legal and necessary for the circumstances. Lord Scarman stated “The exercise of discretion lies at the heart of the policing function. It is undeniable that there is only one law for all: and it is right that this should be so. But it is equally well recognised that successful policing depends on the exercise of discretion on how the law is enforced... Discretion is the art of suiting action to particular circumstances.” (Scarman, L. 1981)

The control room were unable to provide any further information about the subject other than a brief physical description provided to them by the security staff so I prepared myself and kept an open mind about what I would be presented with once we arrived. I was aware I would need to keep processing the NDM as the situation evolved (College of Policing 2013) as more information became available to ensure that my actions were relevant, proportionate and having the desired effect. It would be my task to review these actions as the situation continued in order to remain in line with the Code of Ethics. (College of Policing 2014)

As we arrived at the location, I could hear raised voices inside the storeroom where the male had been detained by the security staff and so I prepared myself to de-escalate any conflict that may be taking place inside so that I could establish the facts and carry out actions in calm and safe environment for all involved. I entered the room and could see there were four members of retail and security staff inside the small room and the offender was in the corner being verbally berated by the lead security officer. The offender himself was standing in the corner and had his hands by his sides and his fists clenched. Using the NDM model I quickly changed my options as I no longer anticipated that any form of restraint would be required at this stage and chose instead to get the circumstances from the security team.

All but the lead officer left the room once my colleague and I had arrive and then this officer declared that the offender had stolen a large quantity of items from various stores around the city over the last few days and had been aggressive when first apprehended. I therefore chose to arrest the offender on suspicion of theft and placed him in handcuffs to the rear whilst my colleague remained with the security officer to ascertain more information about the nature of the offences. I had chosen this action as the new information about the thefts meant the value would likely total more than £100 and of course, count as more than one offence thus negating a PND.

In order for an arrest to be lawful under Section 24 of PACE, code G, two elements must be satisfied. The first is that the person has been involved in, attempted to be involved in or is suspected of involvement in the commission of a criminal offence. Secondly, there are reasonable grounds for believing the person's arrest is necessary (Shields v Merseyside Police [2010]). The

information from security was that this offender had been caught “red handed” shop lifting so I was satisfied that the arrest was lawful due to this being reasonable suspicion and that the necessities for the arrest would be, at minimum:

- To allow prompt and effective investigation. – To investigate the circumstances of the offenses he was accused of.
- To prevent loss or damage to property – to ensure no further property would be stolen.

My NDM decision to handcuff upon arrest was due to the intelligence received about the offenders aggressive state and so the handcuffs are the first tool an officer should utilise to protect themselves and others. This is supported by (National Police Chiefs Council 2010) who state: “In establishing an objective basis for believing that a person should be handcuffed because violence is likely to be used against the officer, member of police staff or a member of the public, the officer or member of police staff need not wait for a physical act from the person. The officer or member of police staff should take into account the actions of the person prior to detention. If violence had already been displayed in the circumstances that led to the detention, regardless of whether or not the detention was for an offence involving violence, this could constitute adequate objective grounds for handcuffing.”

My colleague completed the relevant policing checks on both the local and national systems before we then conveyed the offender to the custody suite at Cardiff Bay Police Station. Upon arrival at the custody suite we presented the offender to the custody sergeant as set out in the guidelines of PACE (PACE Code C 2.1A) and outlined the relevant circumstances of the arrest. Due to the offender’s history of concealing class A drugs on his person, the custody sergeant authorised a strip search of the offender so myself, my colleague and a custody detention officer performed this on the offender and found no items. According to PACE: “A strip search may take place only if it is considered necessary to remove an article which a detainee would not be allowed to keep and the officer reasonably considers the detainee might have concealed such an article. Strip searches shall not be routinely carried out if there is no reason to consider that articles are concealed.” (PACE Code C Annex A 10). The offender’s detention was authorised and so began the “custody clock” of twenty four hours for an investigation to be carried out and charges brought, or the offender would have to be released unless extended by a superintendent (PACE Code C 15.16.(b)).

A criminal investigation is defined as “an investigation conducted by police officers with a view to ascertaining whether a person should be charged with an offence, or whether a person charged

with an offence is guilty of it" (Section 22 CPIA 1996). Our next step was to investigate the matter as soon as possible so my colleague and I left the offender in his cell at the custody suite and travelled back to the high street to attend the most recent store from which the offender had been caught shoplifting. Once inside we obtained CCTV from the manager of that day's incident and one from a few days previously with the same offender, and also her personal details so we could contact her after her shift to do a telephone statement. As warranted police officers we train to a minimum of Professionalising Investigation Programme (PIP) Level 1 and our responsibility as criminal investigators is defined as: "any police officer involved in the conduct of a criminal investigation. All investigators have a responsibility for carrying out the duties imposed on them under this code including, in particular recording information and retaining records of information and material." (Code of Practice to the Criminal Procedures and Investigation Act 1996 (CPIA) 2013). Following this we returned to the station and I began building the case file of evidence against the offender, the disclosure brief for the solicitor and the interview handbook. Whilst I completed these documents, my colleague uploaded the CCTV footage and took a telephone statement from the witness regarding two different occasions where the offender had stolen from the shop.

Once these documents were completed we were then ready to interview the offender. He had chosen to allow a duty solicitor to represent him and, due to the ongoing COVID-19 pandemic, this solicitor was operating over the telephone. The offender was permitted a private phone call with his solicitor whom I had already briefed on what the interview would be regarding. This took some time as the solicitor was writing a prepared statement and once they were done, we entered the interview room and began the interview itself. I was the main interviewer and my colleague was assisting me, with his position being nicknamed "second jockey". The offender sat across the table from me and the solicitor was on the phone via loud speaker and was able to speak as normal whenever required.

The interview was visually and audio recorded in accordance with PACE Codes E and F (Gov.uk 2018) which allows the recording to be used in court should they deem it necessary to present as evidence. I had prepared for the interview by planning out what I would do in order to follow the PEACE model (College of Policing 2013) which contain five core stages:

- Planning and Preparation
- Engage and Explain
- Account Clarification and Challenge
- Closure
- Evaluation

When questioning the offender I used the 5WH format to gather as much information as possible: who, what, where, why, when, how. In this case however, the offender's prepared statement was a full and frank confession to all the offences we wanted to discuss with him and he answered "no comment" to all my questions. I continued to ask my prepared questions regardless as I wanted to cover my points to prove for the offenses in question.

The offender was returned to his cell and we approached the custody sergeant to advise of the confession. The custody sergeant charged the offender and he was remanded in custody until his court appearance the following Monday morning. In order to expand upon this I will illustrate how policing values are used to avoid bias influencing these types of decisions.

There are several policing values to take into account. The first set are from The Police Service statement of Mission and Values (NPCC, 2016) which states the mission is to:

- Make communities safer by upholding the law fairly and firmly
- Preventing crime and antisocial behaviour
- Keeping the peace
- Protecting and reassuring communities
- Investigating crime and bringing offenders to justice

This mission statement forms part of The Code of Ethics which underpins the NDM. The other part of the code is The Standards of Professional Behaviour and the Policing Principles. The ten standards are:

1. Honesty and Integrity
2. Authority, Respect and Courtesy
3. Equality and Diversity
4. Use of Force
5. Orders and Instructions
6. Duties and Responsibilities
7. Confidentiality
8. Fitness for Duty
9. Discreditable Conduct
10. Challenging and Reporting Improper Conduct

All these above values are found at the heart of policing and the decisions made by officers in the execution of their duty. Now we will look at bias and in particular, cognitive bias.

Cognitive bias is a key factor in a decision making process and can be define as “a subconscious error in thinking that leads you to misinterpret information from the world around you, and affects the rationality and accuracy of decisions and judgements. Biases are unconscious and automatic processes designed to make decision making quicker and more efficient. Cognitive biases can be caused by a number of different things, such as heuristics (mental shortcuts), social pressures and emotions.” (Ruhl 2021).

The offender in this case was a heroin addict and so there was a potential impact that his substance abuse could diminish his standing in the community and people may treat him differently because of it. Being addicted to a class A drug does not automatically mean that someone is a “bad” person and should therefore not be trusted. However, the Police National Computer (PNC) held records that the offender had absconded in the past and, just like with the decision to strip search him based on his history, this intelligence meant that he should be remanded for court.

I believe therefore that the decision to remand was made without bias as it was based on his history of non attendance which meant that it was unlikely he would attend court of his own volition. As I had no additional dealings with this individual, this can be further evidenced by his behaviour since this incident took place:

- I have since been informed that the offender committed another shoplifting offence within ninety minutes of leaving the court on that following Monday and was subsequently arrested.
- He has also been arrested for being Drunken and Disorderly in a Public Place in late August.
- At the beginning of September, South Wales Police was contacted by another force to advise that the offender was on licence from prison and this had been revoked due to his criminal activity. He is now wanted.

After my involvement in this case I utilised Graham Gibb's Reflective Cycle (Gibbs 1988) and I feel that this case was handled well given the availability of information we had for the offender. In the space of one shift between my partner and I, we arrested for the offence, collected all the evidence, interviewed the suspect and wrote the case file. He was remanded for court and processed by the system and I am proud of the way in which we handled this. It is a shame that he went on to reoffend so quickly but now that the South Wales systems have been updated with his information,

this can be taken into consideration should there be any further offences. I am happy with the way in which this was processed and I don't think I would have done anything differently at the time. I would like to think that I would be as efficient in the future for a similar scenario if given the same amount of time and resources to react.

Word Count 2476

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Taking the time to explore the powers/policies and options available to me and avoid "tunnel vision".	Slow down and process the situation. Check with colleagues if unsure on a difficult call with multiple elements.	Colleagues on team and sergeant can assist if I get stuck or feel unsure. I can also review notes from training to keep myself appraised of what actions suit different incidents.	I would like to continuously make the correct choice but as for feeling confident at the time I would like this to happen over the next few months.
I would like to improve upon my Stop and Search methods. I have done it a few times and struggle more with the GOWISELEY formula if the stopped person isn't compliant.	Practice makes perfect. I will continue to perform stop and searches and will take my time when going through the mandatory verbals to ensure they're done correctly. I am ok if the person is compliant but I'm still looking for the right balance if they're not.	I have witnessed my colleagues perform the searches and have picked up tips and techniques for delivering the searches. I will continue to observe and learn as I progress.	ASAP as I can already do a search correctly, I just want more practise and to become more comfortable with them.

I would like to improve upon my road traffic legislation. Working in the city centre doesn't give many opportunities to deal with traffic and I would like to ensure I'm comfortable with that side of policing.	I have been checking my revision notes and towards the end of my tutorship phase we did a few traffic stops and discussed the legislation and powers I can use. I feel more practise as I move through probation will be beneficial.	My colleagues and my revision notes. I believe I am going to have at least one placement day with traffic policing during my 2nd year so I am hoping that will be very useful.	By the end of my probation Jan 2023 I hope to be fully comfortable with all the main aspects of traffic policing that I should encounter in my response role.

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: *Daniel Taylor* 2023921 (Learner, Electronic signature or type name)

Date: 09/10/2021