

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: __Joel David Hopkins

Learner's University Registration Number: 2222237

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

For this task I will be discussing and comparing the coping strategies that I have applied during my initial six months of initial police learning and how to further develop my resilience and minimise stress. I will also be discussing what stress and reliance are. Chen (2016) defines stress as a “psychological and physiological reaction to real or perceived threat requiring action or resolution, and when sustained and chronic, results in significant negative health effects.”

Due to the reflective nature of this task and to minimise stress and build resilience during initial Police Learning I followed the Gibbs reflective cycle. This model leads the learner through six stages, exploring an experience which helped me to identify what worked best for me to be able to learn in the most efficient manner (The University of Edinburgh, 2020).

According to Grant, McKimm and Murphy (2017) they state that “as a result of research conducted, reflective learning helps learners to better integrate learning and to be more self-directed.” The University of Edinburgh (2020) highlight that the Gibbs Reflective Cycle consists of six key elements: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. This model provided me with a clear plan to use when reflecting on specific tasks and allowed me to break the reflection down into sections to allow me to then learn from it in the future. I would have to describe and assess simply what had happened before I could then progress on to the feelings stage and think about how I felt when this happened and what had caused me to feel this way. The evaluation section of the model was where I evaluated and analysed what had gone well and what did not work so well and possible changes that I could have made. These thoughts would then lead me into the conclusion

phase where I would then consider an action plan for myself based on the findings of my conclusion to consider what I would do if I was in the same situation again.

Being able to think reflectively is an important skill which will assist me in my policing career as it will assist me in being able to make decisions independently and then being able to reflect on those decisions to identify strengths and areas for future improvements. According to Copley, (2011) she believes that reflective skills are essential for police officers to apply knowledge to real world situations and to think independently, therefore enabling informed judgements based upon their reflective skills.

Through previous experiences I have always tried to minimise my stress and build upon my resilience to provide best outcomes for myself, this was achieved by finding coping methods that supported me. Building reliance during the initial training is vital for the role of a Police Constable due to the nature of the job and the calls that officers are exposed to which inevitably can involve levels of trauma. Chen (2017) defines resilience as “the ability to adapt well when confronted with adversity, trauma, and inordinate levels of stress in life.”

I have continued to use these methods during my initial police learning. I find that managing my time effectively, and making sure I had time to exert physical energy by playing sport, attending the gym and exercising, I was able to destress, build and maintain my fitness levels and keep me healthy. Biddle, Fox and Boutcher, (2000) state that “Exercise is defined as a subset of physical activity that is volitional, planned, structured, repetitive and aimed at improvement or maintenance of an aspect of fitness or health.”

Playing sport and going to the gym have been a big part of my life and something in which I have always done from a young age. From my knowledge of being a Police Community Support Officer previously, I fully understand the physical nature of the role of a Police Constable, so maintaining my levels of fitness was imperative and I found a routine that worked for me fitting it around my daily commute to work, the working day and around the time I set aside for myself to do extra reading and research in order to achieve respectable results in my first two exams.

By doing this it helped me to relax and engage my brain in activities away from my training. This break from learning was essential for me to perform at a higher level by allowing myself that time to switch off so that I was focused when I returned to my learning. Chen (2017) believes that “regardless of your particular age, gender, socioeconomic background, family situation, managing stress effectively is perhaps the most important skill to get the

most from your experience and perform at the highest level.” This take on managing stress effectively is something that I found to be effective for my style of learning and allowed me to remain focused on studying through a challenging period which was reflected in my end of initial Police learning exams where I successfully achieved over 80%.

Due to working weekdays and having weekends off, I was able to continue playing competitive football on the weekends. Playing in a team sport has been essential in my personal development and has taught me invaluable skills that will benefit me in my role as a Police Constable such as, communication, teamwork, leadership and confidence. Again, this was another effective way of me being able de-stress and to be able to focus my mind on another task. Paluska, S.A. and Schwenk, T.L. (2012) concluded that “physical activity appears as effective as psychotherapy for the treatment of mild-to-moderate depressive symptoms”. This can include anxiety and stress levels.

In conclusion, I will endeavour to continue reducing my stress indicators throughout my career as a Police Constable by using the coping strategies and methods that I have outlined above. I will continue to manage my time effectively ensuring I am able to exert physical energy by attending the gym and continuing to play football competitively on my rest days. I have identified by using the Gibbs Reflective Model that these are coping strategies that work best for me in reducing my stress and building my resilience for me to work to my highest potential. These are coping strategies that are effective to me personally and I understand that each person is unique, so what works well for me might not be the most effective way for another to build resilience and minimise stress indicators. If during my career my personal preference changes, I will refer to the *Gibbs Reflective Cycle* in order to reflect on those changes.

Word Count: Total – 1098.

Task 2

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

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

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

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

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

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

ANSWER:

During this task I will be critically assessing a policing incident involving conflict in which I played a significant role with the victim and the offender, and I will reflect on what happened during and post incident. I will also explore if any cultural, ethnicity and language issues were prevalent during the incident while reflecting and critically evaluating theories and models underpinning the causes of conflict within policing interventions.

I was the attending officer whereby a male had been assaulted. As part of the response to the incident I attended at the home address of the victim. On the way to the call, I worked through the National Decision Model, gathering information and intelligence, assessing the threat, risk and harm while developing a working strategy as is highlighted by College of Policing (2014). Based on the nature of the call I considered what powers and policies I had at my disposal in order to deal with the call which would enable me to provide the best service to the victim. While attending the call it was not clear of the level of injury that had been caused to the victim, so it was important to consider different offences under the Offences Against the Person Act (1861) and Criminal Justice Act (1988).

One theory that I will discuss is Betaris Box and the role this played in the conflict management of the incident. Pepper, I.K (2011) describes Betaris' Box as a model which is

widely used for those dealing with emotional or aggressive members of the public. This model illustrates how the way we behave can have an effect on the behaviour and the attitude of the person we are dealing with.

The theory works on the basis that a person's attitude affects my behaviour which in turn affects the subject/victim/witness attitude which then affects your behaviour which then ultimately will affect my attitude. This can be a continuous circle which can have a negative impact on the incident you are responding to. The College of Policing (2023) explain how Betaris box describes how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other.

In light of this theory it was important to deal with the incident I have referred to in a positive and professional manner, ensuring that I displayed empathy to the victim and communicated in a way which did not escalate the situation. On attendance, the victim can only be described as irate due to being assaulted outside his home address which he shared with his partner, his seven-year-old son and his new-born baby. I used effective communication skills such as verbal and nonverbal cues, ensuring I was calm and reassuring to enable the victim to feel at ease with my presence and to understand that I was there to assist him. The College of Policing (2023) found that officers may inadvertently escalated conflict with persons who find it difficult to communicate. This can involve persons with reduced mental capacity, physical illness, physical disability, or reduced mental capacity, or developmental or neurological. An example of this could be a person who has autism or is suffering with neurological complications.

Considering Betari's Box theory I was able to speak to the male in a calm and composed tone and in a personable manor that was able to de-escalate the situation, bringing him down to the level in which I approached him, rather than the level he was at when I arrived at the scene. The male had sustained a number of facial injuries and I was informed by the male's partner that he had been knocked unconscious prior to police arrival at the scene. Due to the nature of the call to police, the partner of the male was also irate and emotional along with their autistic seven-year-old son who had also witnessed the assault. I adapted my communication skills to be able to talk to and reassure the child who had witnessed the assault. Moran, P.J (2016 p.13) highlights the importance of being able to adapt your communication style to your audience when working with persons on the autistic spectrum by stating "adjust what you do, and the way you speak, to benefit whomever you are

working with at the time.” Moran, P.J (2016 p.15) also goes onto explain how one of the worst things professionals can do when talking to someone with autism is to patronise them. So with this in mind I was careful and selective in the language I used and how I approached the situation.

During this incident I was not faced with any ethnicity or language challenges however a cultural challenge that I was faced with was the victim and his family did not hold the Police service in the highest of regards and alluded to that on officers’ attendance. It was my role to be able to speak and engage with them on a level in which they could understand, explaining that I was there to be able to support them as a victim and a witness and to be able to bring the offender to justice. Green,A (2006, p.12) states that “Poor communication will only result in poor response.” It was important that by setting the tone early on in the conversation I increased the chances of not receiving a poor response from the victim and witness.

With keeping the victim at the heart of everything we do as Police Officers it was important to establish what the victim would like from the Police Service in terms of action to be taken. There had been a number of issues with the victim and the subject previously which had gone unreported to Police however things on this occasion had escalated into a physical assault. It was important to highlight to the victim who was reluctant to provide Police with a statement in relation to the assault that things could continue to escalate without Police intervention. Keeping Betari’s box theory in mind, I continued to communicate with a calm and composed tone, ensuring the victim was able to remain calm while he considered what he wished Police to do in relation to the matter. A trial conducted by Paul, Levin, et al. (N.D) for the College of Policing highlighted that training which seeks to teach officers a series of practical techniques and improve their general communication skills can be effective at improving the victim experience. South Wales Police vision (2021 - 2026) is to be the best at understanding and responding to our communities along with encouraging victims to know that their contribution will be valued and appreciated.

The victim decided that the best course of action would be to provide a statement to Police. Due to the unknown nature of the males’ injuries, he was conveyed to hospital for an assessment of his injuries which would help determine the level of assault. At this point I was considering whether the assault would amount to Actual Bodily Harm contrary to section 47 Offences Against the Person Act 1861 or Common Assault contrary to Section

39 Criminal Justice Act 1988. Colleagues have then conveyed the male to hospital where his injuries were described as minor cuts and bruises but confirmed that he had been knocked unconscious. As a result of this information arrest enquiries were carried out at the suspects address to arrest under Section 47 (OAP 1861) to safeguard the victim and the witness.

Due to the incident having taken place within a small timeframe prior to our attendance I knew there was a possibility that the suspect of the assault may still be irate, and I would need to consider using good tactical communication skills to de-escalate any aggression or anger. On approaching the suspect, it was clear that he was still in a heightened state of mind from the incident. I considered how best to approach the situation and I felt it was best to use good clear tactical communication skills with him at a level that was calming but assertive. I have learnt from experience as a Police Community Support Officer that many physical situations can be avoided with simple, clear and effective communication skills and not going in at a level where it is hard to de-escalate. I have always believed that it is easier to then become assertive if required.

Mcpheat, Sean (2022) describe how Thomas Kilmann devised a conflict management model which explores how assertiveness is the degree to which people are willing to take initiative and force their will upon others. They go on to describe how this strategy is useful in situations where results are needed fast, and other attempts to resolve the conflict have not been successful. This, contrary to the Betaris Box allowed me to approach the situation in a more assertive manner in order to effect an arrest whilst trying to de-escalate the situation and gain compliance from the suspect. Even though I needed to be assertive during the arrest, I still acted in a professional and calm manner while using effective communication skills I was able to safely place the male in handcuffs and double lock them checking for tightness.

Due to the information that had been provided to us at the time I considered what offence the male needed to be arrested for. Based on the fact the male had been knocked unconscious I decided that it satisfied the criteria for an offence of Actual Bodily Harm contrary to section 47 of the Offences Against the Person Act 1861. Due to the arrest being affected on a main road, there was a large amount of people gathered including young family members of the male being arrested. I was fully aware of the social environment around me so when walking the male to the rear of the Police van I did so in a direction that

would have minimised the amount of young family members who would have been able to see the male in handcuffs being put into the back of a Police van. While placing the male in the back of the van I was able to use effective communication skills to be able to explain the process of what happens next as this was the males first time being arrested. LeFever 2012 States that an explanation is describing facts in a way that makes them understandable with the intent to increase the understanding. By explaining the process to the male, it put him at ease with the process and played a role in maintaining a level of compliance that had been achieved by good tactical communication following Killmanns conflict management model.

On reflection of the two conflict management models discussed, Betaris Box and Kilmans conflict management model, I think that they are both models which play a significant role within a policing context in the importance of de-escalating potentially volatile and aggressive situations. Both models can be considered when approaching different scenarios, and learning from experience will play a role in when to consider each model when attending situations involving conflict. Essentially, using the Gibbs Reflective cycle to reflect on the incident I think that in this scenario, both conflict management models played an important role in being able to achieve a level of calm and compliance from the victim, witness and the suspect enable a quick and efficient arrest keeping the victim at the heart of the action taken and being empathetic to all parties.

Word Count 1910

Task 3

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

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

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

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

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

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

ANSWER:

During this task I will critically explore a policing incident which I have investigated and I will discuss how I dealt with competing issues such as legalisation, social issues, culture and language. I will also discuss the victims code of practice and how I used this to support the victim and witness through the criminal justice system during the investigative process. I will also reflect and illustrate my understanding and application of ethics, equality, diversity and human rights.

The incident I will explore during this task is a Section 3, Keeping dogs under proper control – Dangerous Dogs Act 1991. During the incident it is alleged that a Staffordshire Bull terrier has run out from inside a residential property and has attacked a Boarder Welsh Collie, which was being walked by its two owners, a male and a female on a public footpath. The Boarder Welsh Collie sustained a minor injury to a nail on the rear light paw which required veterinary treatment. During the incident the owner of the Staffordshire Bull Terrier has come out of the address and apologised for the incident. During this task I will refer to the owner of the dog that was alleged to be dangerously out of control as the subject and the female owner of the Boarder Welsh Collie as the victim. I will also refer to the male owner of the injured dog as a witness.

The victim and the witness took their dog to the veterinary surgery immediately after noticing blood coming from the rear right paw of their dog. Once they had returned home, they decided to knock on the owner of the Staffordshire Bull Terriers address and notify him of the injury caused. The victim and witness were greeted by unpleasantries from the subject and felt intimidated by him.

The incident was reported to Police via 101 and was graded as a grade 3 call which was allocated to me to investigate. I made initial contact with the victim, who was currently awaiting information from the veterinary nurse as to the extent of the injury caused. Due to the incident having occurred within the last couple of hours, the victim was still upset and did not know what to do for the best but felt she needed to contact the Police. I reassured the victim on the phone and explained the options to her which included attending the home address of the owner of the Staffordshire Bull Terrier and inviting him for a voluntary attendee interview to account for the events, or to attend and simply issue the owner with suitable words of advice. I left my contact details with the victim so she could consider her options and speak with her partner who was also present and a witness to the incident.

The victim has then contacted me back the following day and decided that she felt it would be best if she made a formal complaint against the owner of the Staffordshire Bull Terrier and provide Police with a statement. Statements were obtained from both the victim and the witness however both were very reluctant and nervous about the possibility of attending court. I have explained 'special measures' to both parties to see if this is something that would help them attend court to provide evidence. Crown Prosecution Service (2021) state "The Youth Justice and Criminal Evidence Act 1999 (YJCEA) introduced a range of measures that can be used to facilitate the gathering and giving of evidence by vulnerable and intimidated witnesses."

I explained that under Section 17 of the Youth Justice and Criminal Evidence Act 1999 an application can be made to the courts for special measures for them to determine whether they are eligible.

(UK GOVERNMENT, 2023) state "If the court is satisfied that the quality of evidence given by the witness is likely to be diminished by reason of fear or distress on the part of the witness in connection with testifying in the proceedings." Due to feeling intimidated by the male they decided that they wished to attend court if they could provide evidence from

behind a screen. I also discussed with the victim a victim focus referral and explained there are support services in place for victims. The victim agreed to being referred so a referral was submitted and sent to the service to make follow up contact with the victim and provide support tailored to the victim's needs, in line with the victim codes of practice.

In light of the victim and the witness providing a statement, I needed to consider what the best course of action would be. I considered if there was a necessity to arrest the subject for an offence Section 3 Dangerous Dogs Act 1991, completing a restorative justice with the subject with the approval of the victim or inviting the subject to attend for an interview voluntarily. I decided to contact the Dangerous Dogs Officer within South Wales Police and seek advice as this was their area of expertise, demonstrating I can work collaboratively with other departments. On explaining the circumstances, it was decided that the most appropriate course of action would be to conduct an interview with the subject as a voluntary attendee.

I have then attended at the subject's house to request that he attends the Police station to provide an account under caution, however the male was extremely reluctant to do so. The male stated that he did not have a good relationship with the Police and has been through the system many times and did not wish to ever attend a Police Station again in his life. From conducting the relevant Police checks on the male prior to attending the address I was aware that the male had an extensive footprint with criminality at an organised level so was prepared to be met with some resistance. With the male refusing to attend as a voluntary attendee I considered now if there was a necessity to arrest the male so that he could be interviewed under caution for the offence, or whether to report him for summons and prepare a file for the Crown Prosecution Service. Using good tactical communication skills and explaining the options to the subject I was able to convince him that a voluntary interview would be the best outcome for all parties.

While at the home address of the subject and while deciding the best course of action the subject wished to discuss the allegation of the offence however, I considered Article 6 of the Human Rights Act (1998), the right to a fair trial, and also the right to defend himself through legal representation I advised the subject that it was in his best interests to save what he needed to say for his interview while under caution. Another consideration was Article 5 (Human Rights Act 1998) and the right to liberty and security, this playing a role in

the decision-making process as to whether there would be a necessity to arrest which would conflict with this article. Even though I was aware of the male's extensive involvement in criminality and previous dealings with the Police, I did not judge the male nor did I let this influence the course of the investigation. At the address I was able to take a number of photographs of the Staffordshire Bull Terrier to use as exhibits for the interview. While at the address it was noted that the dog was extremely overweight and appeared extremely old due to greying around the mouth and nose area. This was in contrast to the 'athletic and muscular' dog as described by the victim and witness.

Having agreed to the voluntary attendee process, the subject has then attended the Police station with his solicitor for the interview as a voluntary attendee under caution. During the disclosure briefing with the solicitor, I was challenged as to why his client needed to be interviewed as he had been a solicitor for 42 years and had never seen a Section 3 Dangerous Dogs Act 1991 whereby it was a dog on dog incident. I explained to the solicitor that there has been an increase in dog attacks in recent years so investigating these matters is extremely important and can play a role in preventing further incidents. BBC (2023) state that the number of dog attacks recorded by Police in England and Wales has risen by more than a third in the past five years. They also stated that in 2022 there were nearly 22,000 reported cases. The solicitor was under the impression that Police only investigated if the dog had attacked a human or an assistance dog however, I explained that under the legislation "Dangerously out of control" means when there are grounds for reasonable apprehension that it will injure any person, whether or not it does so." (PNLD, 2023).

CCTV enquiries and house to house were conducted as part of the investigative process however there was no CCTV that captured in the incident and there were no further witnesses identified. The veterinary company were contacted to provide Police with a report which they provided, however they could not confirm that the injury caused to the Welsh Borderer Collie was from another dog bite.

In light of this the subject was interviewed in relation to the incident and provided an account and apologised for his dogs actions and stated that this was a one off and he would do his utmost to ensure this would not happen again. The stated that he would take

measures such as not leaving the front door open, and always keeping the dog on a lead around other dogs.

Keeping the victim at the heart of the investigation I contacted her to inform her that the interview had been conducted and that a decision of no further action had been agreed upon, however the male made assurances that this would not occur again, and measures would be put in place. The victim was extremely happy with the service she received and thanked me for keeping her updated throughout the process and was satisfied that I had conducted a thorough investigation.

On reflection of the investigation, I believe that the best course of action was taken having gathered all the relevant evidence and considered the legislation and exploring all reasonable methods of dealing with the incident. I feel that the victim was provided an excellent service in line with the codes of practice, and I treated all parties without prejudice while considering their human rights.

Word count - 1752

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

For this task I will explore a police investigation in which I played a significant role with an offender reflecting upon what happened. I will also reflect on the National decision-making model and the code of ethics while reviewing how this impacted upon my decision making and discretion within the investigation. I will also critically review my responsibilities regarding the provision of CPIA when conducting the investigation.

The college of Policing (2014) highlights that the National decision model (NDM) can be applied to all decision making in policing including spontaneous incidents or planned operations. The incident I will discuss is an incident relating to a Section 4(2) Animal welfare Act where I will explore the role of the National Decision Model and how that assisted in making a decision which I believed was the best outcome.

While on mobile police patrol I was requested to attend a call to an address where there was a concern for a male who had suffered an injury to his chest area in a work-related accident. On arrival at the address, I was informed by a colleague of the male that he had heard the male shout from inside the address to help. In order to capture best evidence, I

activated my Police issued body worn camera to capture audio and recording. Utilising Section 17 PACE powers, I have forced entry to the property in order to save life and limb. On entering the property which was a maisonette flat with a stairway directly in front of the front door, I immediately noticed extreme levels of clutter and a strong odour enveloped the address. On making my way up the stairwell, I noticed a Staffordshire bull terrier type dog at the top of the stairs looking at me which appeared extremely timid. I noticed immediately that the dog was extremely malnourished and was full of sores and cuts. The hallway at the top of the stairwell was covered with dog faeces making it impossible for officers to navigate into the other rooms without stepping in it. I have secured the dog with a lead and handed it to my colleague as I continued to search the address for the male. Each room I entered was in extremely poor condition, and it was evident the dog was living in appalling conditions.

The search of the address for the male was negative and while outside the address with the dog, an off-duty vet has stopped to offer advice as she was extremely concerned for the welfare of the dog. While exiting the property the male occupant has returned to the property. The male was irate with officers and could not believe that officers had forced entry to his property. The male has immediately grabbed the lead and dog from officers and has attempted to walk away. Using the National Decision Model, I considered the third element which is to consider powers and policy. Knowing and seeing the condition of the address, I did not feel comfortable leaving the dog in the condition it was in and leaving it in the care of the owner who returned to the property.

As I worked through the National Decision Model, I considered several different options to find the best possible outcome when considering powers and policies. I considered using my discretion and allowing the partner of the male to take the dog straight to a veterinary surgery to enable the dog to receive immediate treatment. Brown (2021) describes discretion as, the ability to deviate away from guidance if they can demonstrate clear rationale for doing so while working within the remit of the law. Another option would have just been to exercise discretion and allow the male to take the dog straight to the veterinary surgery, but again I did not think this would be a viable option due to the condition of his home address and knowing the male would return there with the dog. Even though there are many benefits to officers using their discretion, Kleinig, J (1996) highlights concerns that evidence may be overlooked in some instances. "discretion may be clouded by an

adversarial stance they have adopted. Their concern may be to confirm guilt rather than to seek the truth, and thus material evidence may be overlooked.." (Kleinig, 1996)

While in discussion with partner agencies RSPCA and the PDSA, the male decided to take the lead of his dog and run off from officers. A foot chase ensued, and the male was stopped 200m down the road along with his dog. After working through all stages of the NDM and considering using my discretion, I explored all possible options before exercising my power under Section 18 PACE to seize the dog under Section 4 (2) Animal Welfare Act. Utilising this power, allowed us to take safe control of the dog to ensure that it received the best care possible. College of Policing (2014) state "If the public don't have the confidence to trust the police to be fair, acting ethically and in their best interests, they are less likely to assist the police in upholding the law." I considered the impact of utilising my discretionary powers and the impact that would have on public confidence if I had allowed the dog to return to the property with its owner. I concluded that this would be considered an inappropriate use of discretion in the circumstances due to the living conditions inside the address and the health of the dog being the priority.

As part of the investigation house to house enquiries were carried out in the local vicinity to establish if any neighbours had seen the male coming back and forth the address to provide care for the dog by feeding, watering and walking the dog from inside the property. As a result of the house-to-house enquiries, it was evident that the neighbours believed the property to be vacant and had no knowledge of a dog within the property with no persons seen coming back and forth the address for a long time.

Having researched what powers Police had to deal with the male for any potential offences I gathered that any prosecutions would be best placed coming from a partner agency. I have then liaised with the RSPCA and PDSA to see what organisation would be best suited to pursuing a prosecution against the male for the wilful neglect of the dog found inside his property.

On reflection of the incident, I considered Gibbs reflective cycle to assist in assessing the action taken during the investigation and what worked well, and what could be improved on in the future. Using this cycle, I identified that my knowledge on legislation regarding animal welfare was limited, and that valuable time was depleted by trying to identify the relevant partner agencies who would be able to assist with the investigation. Reflecting on the incident, I consider my knowledge to be greater now and if I was to be faced with the same

or a similar scenario again, I would have a better understanding on who to contact and what powers and policies are available to me to utilise.

While expediting the investigation to partner agencies I considered the role of disclosure and the Criminal Procedures and Investigations Act. Ministry of Justice (2020) explain that the purpose of the Criminal Procedures and Investigations Act (1996) is to set out the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation, and related matters. With this in mind, I considered what evidence had been gathered from initial attendance. The main evidential material that was gathered was attending officers body worn camera footage which captured the moment they entered the property and located the dog within the property showing the extremely poor living conditions. Other relevant material that was obtained as part of the investigation were photos that were obtained of the injuries and general condition of the dog while at the veterinary surgery, along with a veterinary surgeon's medical report. Further evidence which was relevant to the investigation was a witness statement which was obtained from a member of public who stopped to assist officers who worked in a veterinary surgery.

I considered what evidence would be considered as relevant material, and what would be deemed unused material for the purposes of disclosure in line with the Criminal Procedures and Investigations Act (1996) and what would be relevant material even considering any evidence gathered that could undermine the prosecution. Ministry of Justice (2020) highlight within CPIA (1996) that "it is the duty of the prosecutor under sections 3 and 7A of the Act to disclose material which is in their possession or which they have inspected in pursuance of this code, and which might reasonably be considered capable of undermining the case against the accused, or of assisting the case for the accused." This means that if evidence was collected which supported the defence of the person, then I would be legally obliged to disclose this material.

Due to the RSPCA now taking primacy for the investigation, all relevant material were disclosed to them to assist in the prosecution of the male in line with Criminal Procedures and Investigations Act (1996). On reflection of the initial investigation, I believe that despite the lack of knowledge on powers and policies regarding animal welfare, a decision was made in a timely fashion which enable the dog to be safeguarded and the investigation to be passed over to a partner agency in order to pursue a prosecution against the owner of

the dog for wilful neglect of an animal. I believe that it was the right decision not to exercise discretion and trust the male to take his dog to receive veterinary treatment and to seize the dog to allow it to receive the proper treatment it desperately required. I strongly believe that I acted in line with the code of ethics as outlined by College of Policing (2014) and acting in line with the nine policing principles of being: accountable, fair, honest, acting with integrity, showing leadership, working objectively, being open, treating everyone with respect and being selfless and acting in the public interest.

Word count: 1,710

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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Signed: Joel D Hopkins

Date: 03/07/23