

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (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) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have 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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality.
- 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.

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 Candidate 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 particularly 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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
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Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

In my role as a response police officer, I attend a variety of calls when dealing with victims of crime. One such incident that stands out for me is a time, when I was on a night shift and I was conducting mobile patrols in the area of Cardiff that I work in. When my colleague and I responded to an emergency response call that stated that “a female was kicking off with a taxi driver.” This incident ended up having a hate crime element towards it.

As defined on the Home Office website Gov.UK – a hate crime is defined as “*any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on:*

- *a person’s race or perceived race, or any racial group or ethnic background including countries within the UK and Gypsy and Traveller groups; this includes asylum seekers and migrants*
- *a person’s religion or perceived religion, or any religious group including those who have no faith” (Home Office, 2022.)*

On initial attendance, the victim stated that he had picked up two customers and has started the meter, due to the day and time the tariff was set at a rate that was pre-set by the council. The victim has then informed me that the female customer was not happy with the tariff, started to shout at the taxi driver and has then grabbed at his collar. The taxi driver has pulled the vehicle over onto the side of the road and got out of his vehicle as he felt scared and intimidated. It was in this commotion that the female passenger started to use racist language towards the taxi driver. I have spoken with the taxi driver and asked how he would like us to proceed.

At first the taxi driver did not want to pursue any formal complaint as he stated that he had a bad experience with the police in the past and stated that he had many reference numbers but did not receive the outcome he wanted. In a survey that was conducted in 2021 it was discovered that there was an eight percent drop in the trust levels towards police, from 52% to 44%. These results were following the Black Lives Matter protests. (Abraham, 2021)

By hearing this I identified that the male was the subject of repeat victimization. This is a term that refers to when a person, place or household has been the subject of more than one criminal act, whether it is the same or different type of crime (Nicholas and Farrell, 2011).

I have activated my personal body worn video to capture what I said to this male and sympathised with this gentleman. I stated that it was the first time I had met him and that what had happened was an offence and was completely out of order. After a number of minutes speaking with this male, he changed his mind and wanted to pursue a complaint and was supportive of police action.

Looking back onto this part of the incident, I have without realising referred to Covey's list of 13 behaviour's. In 2008, Stephen Covey, wrote a book *The Speed of Trust The One Thing That Changes Everything*, in this book Covey suggests that trust is an important part to any relationship and can have an effect on the dynamics of a relationship. Out of the 13 behaviours, I recognised that I conducted four out of the 13 behaviours, which are, *Talk Straight, Demonstrate Respect, Listen First and Extend Trust* (Krohn, 2019.)

I have relayed all this information to my colleagues who were with the female and advised them that she was to be arrested for the offence of racially aggravated public order. As defined by S.31 Crime and Disorder Act 1998, "*an offence becomes racially aggravated if;*

- 1) *At the time of committing the offence, or immediately before or after doing so, you demonstrate hostility towards another person based on their membership – or presumed membership – of a racial or religious group; or*
- 2) *The offence is motivated – wholly or partly – by hostility towards members of a racial or religious group based on their membership of that group."* (Cartwright, 2021.)

I have then started to take an initial account from the victim, I have explained to the victim what the next steps were that we would arrest the female and would need to get a statement from the male. It was at this point that I started to run through some issues. I soon noticed that English was not this male's first language and getting the exact details of what happened was proving difficult.

I started to consider possible options that I could use to help me communicate with the victim. A number of ways that I thought of communicating with this male was by contacting the translation service WITS. This would have been done either over the telephone or having an interpreter come out. However, there were some drawbacks to using WITS. Firstly, if we were to carry out a statement over the telephone, I was conscious that we were outside, and that other people could hear. I wanted to ensure that I built trust with the victim, so I do not think that this option was viable. The other issue that I faced was that by using WITS there may not have been an available translator locally to assist with taking the statement.

I have conferred with my colleague and asked them to contact WITS to find out whether they had any translators available to come out and assist us. Unfortunately, the earliest we would be able to

get a translator was for 9 am later on in the morning. I have spoken with the victim to clarify with him to see if that worked for him and arranged for a translator to attend at 9 am. This was passed onto the morning shift to complete. In order to help as best I could, I started to take an initial account from the victim and logged all relevant information down for the morning shift. While I was speaking with the victim my colleague who I was crewed up with conducted some enquiries at a local petrol station, to ascertain whether there were any persons present who may have witnessed the incident or any CCTV. My colleague was informed that there were two independent witnesses who had seen the incident and were going to report it to the police.

These enquiries, that were carried out by my colleague and I, are known as The Golden Hour Principle. The golden hour principle is when immediately after an offence has been committed, the police conduct enquiries in order to ensure best evidence is achieved. Considerations that the police make are, who are the victims? what is the scene? Who are the suspects? Are there any witnesses? Is there any physical evidence? Along with other considerations (College of Policing, 2013.)

While my colleague was conducting these enquiries, I have continued to take the initial account from this male who has then alluded to that there were other people who had witnessed the incident. This was confirmed with what my colleague had been told. Prior to leaving the incident I have informed the victim that their details, will be passed onto the Hate Crime Officer, who will be in touch with them and can offer support for them.

By informing the hate crime officer, this was allowed further support, reassurance and assistance for the victim. As part of South Wales Police policy, whenever a hate crime has been reported and a hate crime officer has been made aware they will send out a letter to the victim offering follow up support, they will have to arrange a visit with the victim within 7 days of the incident taken place and must make every effort to attend their home address, unless the victim declines. As well as this, they must also engage with other relevant agencies to provide reassurance, advice and support. The hate crime officer does not just offer support to the victims, they also help the officer in case and can advise on victim care and interpreters if required (South Wales Police, 2010).

When engaging with other agencies to assist with incidents such as hate crime, they can offer a number of benefits which include, the sharing of information and intelligence, and agencies that are responsible for community safety can create and provide safety packages for victims (College of Policing, 2020).

However, there has been some research to suggest that those victims of hate crime do not always feel supported and have generally felt alone following a hate related incident. This study also showed that when these incidents were reported to other agencies, they too also offered little or no support which added to victims feeling isolated and alone following an incident (Chahal, 2003).

When dealing with victims of crime, police officers need to abide by what is known as the Victims Code. This Code was updated in April 2021 and it sets out the minimum standard that is required for officers to treat and manage victims of crime. The Victims Code contains 12 rights that victims of crimes are entitled to, part of the 12 rights include, enhanced rights to provide additional support to those victims of crime, who are classified as, vulnerable or intimidated and for those who are persistently targeted (College of Policing, 2021).

As part of the code, victims of crime are entitled to support and advice at any time, whether this is from the police, if they are enquiring about an update or whether they are in contact with an external agency. Victim Support is such an agency which offers 24/7 support to any victim.

Similarly, to other crime related incidents if the investigation is progressing police officers need to ensure that they maintain contact with the victim. By maintaining contact with the victim, this ensures that the rapport between the police and victim is there.

Even, when an investigation is being progressed, victims of crime can be supported when it gets to court. To ensure that a victim can give best evidence whilst at court, certain measures can be requested by the police, on behalf of the victim. These measures are known as special measures, this is where a series of conditions that assist vulnerable or intimidated witnesses give their best evidence as well as making them feel more comfortable while in court. As stated these are requested by the police to the court but are not always guaranteed (CPS, 2021). As well as requesting special measures for whilst at court, the victim also has an opportunity to provide a victim personal statement. The victim personal statement offers the victim the chance to express how the incident has had an impact on them. This statement can be read out in court by either them or their solicitor.

Yet despite all the support that is available for those victims of hate crime, the question remains on what can be done to prevent a hate crime happening in the first place. In March 2012, the Government produced a report titled; *“Challenge it, Report it, Stop it: The Government’s Plan to Tackle Hate Crime.”* In this report it states that they are committed to reducing the crime by encouraging victims to come forward. But in order to put a stop to it in the long term, the idea is to challenge and change the attitudes and behaviours that lead to hate crimes, this would be done by early interventions (HM Government, 2012).

In summary there will always be support for victims of crime, whether that is from the police or other agencies. However, in relation to hate crime I do not think that this will be put to a stop. As discussed there are plenty of agencies out there to raise the awareness, agencies like StopHate. With regards to hate crime there will always be repeat offending as it is down to the perpetrator.

Word Count: 2,008

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

This essay is going to look at a domestic abuse incident which I attended and played a significant role in that was of a complex nature. Before looking at the incident itself and reflecting on my experiences and the challenges I faced, I will look at what domestic abuse is and the impact it causes on families.

On the website Very Well Mind, Sanjana Gupta defines domestic abuse as “*a pattern of behaviour that is used to hurt, terrorise, manipulate, or gain control over a family member.*” (Gupta, 2022) In the same article the author Gupta goes on to suggest that the “*perpetrator could be any person of the same household, this could include intimate partners, parents, child, sibling.*” (Gupta, 2022)

Gupta identifies several types of domestic abuse. These include, Physical abuse, Sexual Abuse, Emotional or Psychological Abuse, Neglect, Financial Abuse, Cultural Identity Abuse, Technological Abuse and Immigration Abuse (Gupta, 2022).

When I have attended domestic abuse related incidents as a police officer, I have had to consider many things, such as immediate safety for the victim, I need to ensure that I build a rapport with that person. An initial investigation needs to be completed and identify any immediate or potential risks. But most importantly I need to ensure that the victim is safeguarded as well as any other persons in the address.

In order to ensure the immediate safety of the victim or any other persons inside the address I needed to make sure that I obtained all relevant information. This information could include who the reporting person is, who the perpetrator is, are there any children or family members inside the address. What is the history between the victim and the perpetrator (College of Policing, 2015). As a response officer, I would be able to have gathered all this information from the call handler via the control room. By being able to do this would give me the opportunity to risk assess the incident prior to our arrival.

The domestic related incident that I attended was a report of an ex-partner banging the door at the address. The victim's house was in very close proximity to the police station so from the moment the call came in, myself and my colleague being dispatched and arrival at the scene was less than 5 minutes. The promptness of our arrival at the victim's address proved that there was not enough time for the control room to pass over any relevant information that would aid us on arrival. If we had more information prior to our arrival, I would have known who all the parties involved were. Most of all I would have known that there was a restraining order in place.

By knowing that there was a restraining order in place would have told me that there was history between the two parties and that this would not have been the first domestic related incident involving the two parties. This would have also increased the seriousness of the call. The fact that there was a restraining order in place highlighted that the courts must have felt that there was still the need to safeguard the victim from the perpetrator. The concept of the restraining order was to place restrictions on the perpetrator, these restrictions would then prevent further fear or harm to the victim (College of Policing, 2022).

On reflection with this aspect of the incident, I would have tried to use my personal handheld device to be able to check the log to see if the call handler was still landline with the reporting person and what updates I could see. By also using my handheld device I would be able to do a background check on the reporting person and the suspected perpetrator. By doing these checks I could have found out about the restraining order. Since this incident this is something that I now do on the way to every call I go to to ensure that I am aware of all available information and any intelligence that is held on our database.

In any domestic related incident, the police need to be seen by taking positive action. This could be separating both parties and asking one party to leave the address for a few hours and completing a Public Protection Notification (PPN) and go through DASH questions with the alleged victim or arresting the alleged perpetrator, if an offence has been committed. DASH stands for Domestic Abuse, Stalking and Honour Based Violence was implemented in 2009 across all police forces in the United Kingdom and is made up of 27 questions. It was set up to help identify those who are victims of domestic abuse and to understand the risk that they may be in (Unknown, 2022).

At the incident that I attended the perpetrator had made off prior to our arrival. On attendance I have instantly activated my personal body worn video as per South Wales Police policy where I have spoken to the victim and taken a brief first account from her.

By activating my body worn video I have started to gather evidence immediately. I have been able to record firstly what the victim has had to say of what happened. Most of all I was able to gather evidence of how clearly distressed the victim was. There has been evidence to suggest that when officers attend domestic abuse related incidents, which result in an arrest and have their body worn videos activated increases the chance of criminal charges being brought (College of Policing, 2015).

The victim informed me that her ex-partner had turned up at her address unannounced and started to bang at her front door. The victim has then provided myself and my colleagues with a description of the male. It was at this point did I find out that there was a restraining order in place which had been issued by the courts. Along with several colleagues I have then gone off to conduct an extensive area search for this male.

On reflection now, I would have done things differently. If I were to attend an incident like this now, I would have stayed with the victim if I thought the immediate threat, the ex-partner, was still near the victim. I would communicate with my colleagues to see if any were free, would pass them a description of the perpetrator and get them to look for them. By doing it this way it would allow me to stay with the victim, offer support to them, find out whether they would be supportive of police action and would they be willing to provide a statement. If they were I would then take a statement from them there and then and I would also go through a PPN with them and offer them DASH as well. By completing DASH with the victim would allow me to identify the level of risk she was in.

This method of reflection is known as *The ERA Cycle*, which was summarised by Professor Melanie Jasper as '*Experience, Reflection, Action*'. This was summarised in her book called *Beginning Reflective Practice*. This reflection model suggests that everything a person does is an experience. These experiences you may talk about with others or think about yourself. You then reflect on these experiences, what you did, what actions you took and what actions you may consider for future. When you next experience the same sort of incident you would then act on your reflection and act and behave differently (Jones, 2022)

Over a series of months following this initial incident, the perpetrator continued to breach his restraining order. The perpetrator would again turn up unannounced at the house, send the victim unwanted messages by using other people's social media accounts. The perpetrator went as far waiting for the children outside their school. As I was one of the attending officers in the first incident, I was then made the Officer in Case for the breaches that would eventually be called in to South Wales Police.

As the perpetrator would continue to breach his restraining order, which included not to contact directly or indirectly the victim herself it also included their children which they shared together. This had had a major impact on the incident because once the victim knew that the perpetrator was attending the children's school, she stopped sending her children to school as she was petrified of the perpetrator. This ultimately had a negative impact on the children's education. As well as the victim herself, this also now made their children victims to the perpetrators continued behaviour.

Research suggests that there are around 1 in 5 children that have been exposed to domestic abuse. For those children that have been exposed to domestic abuse, it is said that it can have a considerable impact on their development, health and wellbeing. A group work programme set up by the NSPCC called the Domestic Abuse, Recovering Together or DART was set up help children cope with the effects of domestic abuse (Radford et al., 2011).

By witnessing the abuse that their mother was being put through there was potential that this abuse could have also had a negative impact on the children's mental health. Likewise with this particular incident there has been other case studies where children have not wanted to see their abusive parent as it was too upsetting for them (NSPCC, 2021.)

I was concerned that the effect the abuse was having on the children's education so to help the mother get her children back into school, I asked whether social workers were involved with the children and whether they could assist. I offered advice on who else could take the children to

school; was there a close friend that was available to pick the children up in the morning, take the children to school and able to bring them back in the evening. I explored whether the school would be able to provide transport to take the children to and from school. Research has shown that those children who are exposed to domestic abuse can affect their development during schooling and can lead to lower intelligence (Koenen et al, 2003)

When reflecting on the incident as a whole, I firmly believe that if I stayed with the victim at the initial incident and the perpetrator was caught straight away, the whole investigation would have been different. The interactions I had with the victim would have been more positive. From the initial incident to the moment that the perpetrator was arrested, it took 6 months. However, throughout the incident, the victim felt that she was not being supported enough and I still vividly remember the victim telling me that she believed that I did not care. These comments made by the victim to me would be following another breach by the perpetrator. It also made me feel like I was failing the victim.

However, challenges that I faced while working on this investigation was that I am a response officer. By being a response officer, I deal with a high volume of calls daily and unfortunately, it was not always guaranteed that I could sit down and look at the investigation. I did not always have the luxury of being able to take statements straight away and even go out and conduct arrest enquiries. This could have been a major contribution as to why the investigation took such a long time. There has been evidence to highlight this, in 2019 a report published by Her Majesty's Inspectorate of Constabulary identified that there were several forces throughout England and Wales that allocated their domestic abuse investigation to non-specialist departments, such as response teams. This report went on to say that a review was conducted of 270 domestic abuse investigations which were managed by a specialist unit and 457 investigations, which were managed by local response officers. The results showed that 82% of the 270 investigations by specialist teams had more effective supervision compared with 63% of those investigations managed by local response teams (Billingham, 2019).

A major challenge that I faced during the investigation was while I was conducting arrest enquiries, the perpetrator was made homeless. This was difficult because I had no current addresses to check, except for the local homeless shelters. After a month or two of continuously checking homeless shelter, I changed my enquiries and started to check addresses for close friends and families. The perpetrator was eventually located in the early hours of the morning at an associate's address. Fortunately for me the address was an assisted living address, so my colleague and I were able to gain access.

To conclude, this was an investigation where I was able to learn from the decisions I made and did not make. When I have been at similar incident's since I have been able to look back on this incident and change the way I deal with domestic related incidents.

Word Count: 2,155

Authentication signature:

Please sign to confirm that the work submitted is your own and has not been copied from another:

Signed: Jerome Bryan

Date: 06/02/2023

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