



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

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

**(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)**

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## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Policing in the Workplace 3 (DHEP)***

## **Workbook Guidance**

Please read these notes carefully; they provide essential information.

### **What is the workbook for?**

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

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

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

### **How should the workbook be presented?**

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

### **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;*

**Contents**

| <b>Workbook</b> | <b>Area of Professional Practice</b>                                                                       | <b>Word count</b>               |
|-----------------|------------------------------------------------------------------------------------------------------------|---------------------------------|
| Task 1          | <b>Wellbeing and Resilience</b>                                                                            | <b>1500</b>                     |
| Task 2          | <b>Communication Skills, Managing Conflict, Valuing Difference and Inclusion</b>                           | <b>2500</b>                     |
| Task 3          | <b>Criminal Justice, Valuing difference and inclusion</b>                                                  | <b>2500</b>                     |
| Task 4          | <b>Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)</b> | <b>2500</b>                     |
|                 | <b>Bibliography</b>                                                                                        |                                 |
|                 | <b>Development Plan</b>                                                                                    | <b>Equivalent to 1000 words</b> |
|                 | <b>Confirmation of the completion of your Occupational Competency Portfolio (OCP)</b>                      |                                 |
|                 | <b>Confirmation of Confidentiality and Plagiarism</b>                                                      |                                 |

## 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:

Over the initial six months of learning, I developed a number of coping strategies to deal with stress and to increase my resilience. Some of these I already had developed prior to my training, such as playing sports. However, I quickly realised that some of these coping strategies would not work as expected against the stressors, as these had changed. Therefore, this essay will discuss and evaluate the efficiency of the coping strategies used when tested against stressful situations and stressors, analysing why they had or not worked. To do so, the essay will firstly look to defining the terms “stress”, “coping strategies”, and “resilience”, and briefly discuss how each term relates to each other. Finally, the essay reflect on the importance of managing stress, building resilience, and the impacts on the health and well-being of individuals, and what changes can be made to improve existing coping mechanisms.

#### **Defining “Stress”, “Coping Strategies”, and “Resilience”**

To discuss the impacts of the coping strategies, firstly we understand what each term means and how they relate to the brain. There are a number of similar definitions when it comes to defining stress. Perhaps, one of the easiest to understand, is the definition found on UK’s Mental Health Foundation which states that stress is *“The degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable.”* (Mental Health Foundation, 2019). APA (American Psychological Association) further adds that it can be related to short or long lived situations (APA (1), 2019). Stress has been a much researched topic among scholars for the past 50 years. As such, there are three main models developed – Holmes and Rahe’s *Stress as Stimulus*; Selye’s *Stress as a Response*; and Lazarus and Folkman’s *Stress as a transaction*. (Walinga 2014) Due to limitations of this essay, the model “stress as a transaction” will be the only one discussed in more detail.

The “*stress as a transaction*” model seeks to identify the “stressor”, in other words, the causes of stress. The brain judges the threat level and makes an assessment on what type of response is required, be it a problem-focused or emotional-focused response. It cross-references it with existing “tools” possessed by the individual to deal with these stressors. The “tools” are what we refer to as coping mechanisms. Those individuals who are more problem-focused seek to fix the root of the problem, eliminating the stressor, whereas those who are more emotional-focused tend to know how to best cope with the distressing emotions caused, accepting that the stressor will not be removed (Lazarus & Folkman, 1984). Carver, in 1989, extended these categories, separating into 14 distinct types of coping mechanisms, creating the COPE inventory. This test helps to identify how and what type of coping mechanisms each person is more likely to use to deal with a stressor. (Carver et al, 1989)

The way one uses coping mechanisms to deal with stressors all form part of building resilience. Resilience is described by APA as *"the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress (...) it means "bouncing back" from difficult experiences."* (APA (2), 2019) It does not mean that coping mechanisms are the sole strategy for building resilience, however, they are used to cope with stress, which ultimately, helps build resilience.

### **Personal Coping Strategies**

Prior to the initial six-month training period, my main coping strategy was to play sports. I was aware that stressful situations normally produced an emotional response from me. So, I contain these emotions until I was able to release them during sporting activities, such as going to the gym, jogging, or swimming. It would normally be effective, however, during the training I found that when I faced a stressful situation, such as during the practical scenarios, I would lose focus on what I should do and struggle to see what I was able to do next. My mind would draw a blank as I would let stress cloud my judgement. This lead to underperform in class. I had to, therefore, develop new strategies to be able to maintain calmness when faced with volatile situations that would cause that stress.

One of the strategies I adopted was meditation. I began to use a mobile application called "Calm", at first to help develop my assertiveness, but then I began using as a meditation tool so that I could remain focused and calm when focused with those volatile situations. This was actually quite successful and, as a result, I no longer felt the pressure when dealing with scenarios.

Another coping strategy I use for dealing with stress on a daily basis is to have a flexible plan for the week ahead. This allows me to plan tasks ahead of time so that if there is a mishap, I am able to reassess and reprioritise what need to be done. This has proven to be fairly effective, however, when I began to underperform in training, I started attending self-defence classes to develop my resilience against confrontation and my assertiveness. The classes worked great not only to develop my resilience but also as another coping mechanism. However, as these classes were three times per week, with each being two-hour long classes, it meant I did not have much study time, even after re-adjusting everything to maximise the efficiency. In the beginning, I tried my best to keep studying and classes, however, I slowly felt myself "burning out", in other words, being exhausted all the time, to the point where it became counterproductive. I accepted that I did not have the time nor capacity to keep everything as it was going and had to make a decision. I decided to reduce the amount of time spent studying so that I could have a break and prevent burning out, accepting that my course marks were going to drop, in return. I outweighed the positives and negatives, realising I could afford to allow my marks to drop slightly, in order to look after my personal well-being.

### **So, what next?**

Being able to manage stress, whether through building resilience or coping mechanisms, is highly important towards a person's long-term health, both from a resilience perspective (higher resilience meaning less likely to develop PTSD and depression) as well as through a stress perspective (lower periods of high heart rates, less chance of developing long term heart conditions). Thus, looking ahead, I will be looking to implement some new strategies to both, based on the methods that have worked for me thus far.

Having done the COPE inventory myself (Appendix 1), I have noted that my main coping mechanisms tend to be more problem-focused, leaving myself with the problem of what if my issue cannot be solved and needs an emotional-focused solution. Therefore, a suggestion in future will be to focus more on developing that side by putting more effort into practicing mindfulness, meditation and drawing. (Gibbons, 2015)

Another example of this is making a rota, planning ahead what the "week" ahead will look like. According to The Sleep Council (TSC), shift workers such as police officers should be sleeping the same amount every time

they sleep, no matter what time they go to bed, having two-hour nap boosts before late or night shifts, if required. It further recommends having at least an hour of relaxation before sleep, which can include meditation. (The Sleep Council, 2019) Thus, devising a rota with the shift times and sleeping times will help ensure just the right amount of sleep. Tying in with one of the coping mechanisms mentioned previously, and recommended by the TSC, I will add in to the rota designated free time after the end of the shift to relax with activities such as meditation and mindfulness, as well as time for reading or other hobbies such drawing. The weekly rota will also contain designated time to do exercise and sporting activities such as play football, go to the gym, and continue to attend the self-defence classes when not in work, as well as free time, during the block of shifts, to relax by hanging out with friends, practice skate boarding, or play video games, to avoid burning out.

As discussed throughout this essay, the initial six month training period put existing coping mechanisms to the test against new stressors, and showed existing gaps within my coping strategies. In order to fill these gaps, I had to look at new ways to deal with the stressors. One of the ways I was able to do so was by practicing meditation. This allowed me to begin developing a positive emotional response to stress, and to remain calm. This in turn, allowed me to overcome difficulties that I was experiencing, and by overcoming these difficulties, I was able to then develop my resilience in areas such as my confidence in handling practice scenarios, as well as assisting me with being able to handle confrontation and become more assertive.

**1492 words**

## Appendix 1

COPE Inventory results (<http://www.midss.org/sites/default/files/cope.pdf>) (Last accessed on 12/10/19)

| Category                             | Type (Lazarus 1984) | Score | Meaning (Carver 1989)                                                                                                  |
|--------------------------------------|---------------------|-------|------------------------------------------------------------------------------------------------------------------------|
| Use of Instrumental Social Support   | Problem-focused     | 13    | <i>"(...) seeking advice, assistance, or information"</i>                                                              |
| Positive Reinterpretation and Growth | Emotion-focused     | 12    | <i>"(...) coping aimed at managing distress emotions rather than at dealing with the stressor per se"</i>              |
| Active Coping                        | Problem-focused     | 12    | <i>"Taking active steps to try to remove or circumvent the stressor or its effects"</i>                                |
| Planning                             | Problem-focused     | 12    | <i>"(...) thinking about how to cope with a stressor."</i>                                                             |
| Humour                               | N/a                 | 11    | Not used in Carver 1989                                                                                                |
| Mental Disengagement                 | Other               | 10    | <i>"(...)a wide variety of activities that serve to distract the person"</i>                                           |
| Use of Emotional Social Support      | Emotion-focused     | 10    | <i>"(...) getting moral support, sympathy, or understanding"</i>                                                       |
| Acceptance                           | Emotion-focused     | 9     | Accepting the stressor is there and that something must be done.                                                       |
| Focus on and Venting of Emotions     | Other               | 8     | <i>"(...) the tendency to focus on whatever distress or upset one is experiencing and to ventilate those feelings"</i> |
| Restraint                            | Problem-focused     | 8     | <i>"(...) waiting until an appropriate opportunity to act..."</i>                                                      |
| Suppression of Competing Activities  | Problem-focused     | 7     | <i>"(...)Putting projects aside, trying to avoid becoming distracted"</i>                                              |
| Denial                               | Emotion-focused     | 5     | Denial in this case is ignoring there appears to be a problem                                                          |
| Behavioural Disengagement            | Other               | 5     | <i>"(...)reducing one's effort to deal with the stressor"</i>                                                          |
| Substance use                        | N/a                 | 5     | Not used in Carver 1989                                                                                                |
| Religious Coping                     | Emotion-focused     | 4     | Turning to religion to look for emotional support.                                                                     |

## 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:

A regular aspect of the police service is dealing with volatile situations and managing conflict. Police officers responding to incidents deal with such situations on a regular basis. This gives police officers a number of communication and physical skills in order to be able to deal with incidents. Having these skills, however, is only one part of the process. Police officers must also know when to apply them and what to apply in different situation as these may not always work. This essay will discuss an incident where the officer has had to deal and manage a volatile situation of conflict. It will discuss firstly what occurred, analysing how the incident was resolved and whether that was the response was adequate when dealing with the incident. It will also discuss any improvements and what can be done if in future the officer faces any similar situations. Finally, it will seek to gather all positive and negative aspects, suggesting methods to support the improvements. The essay will also look at different communication modes, including the use of active listening skills, and how emotions affect decision making and the rational brain. Furthermore, the essay will also briefly discuss Berne's transactional analysis (ego state) model and the model of goal-directed behaviour, and how these assisted in the resolution of this incident.

On an afternoon shift, a call came through my personal radio relating to an aggressive female who had been detained by door staff after assaulting someone working at a popular high street shop. I attended the premises alongside one of my colleagues. The aggressive female immediately made herself known to us by the way she was shouting towards us "I didn't do nothing, they're liars". My colleague and I asked the female to calm down whilst we established what had occurred. The female ignored this and continued to shout. My colleague

proceeded to ask her to turn and face the wall, applying handcuffs to ensure our safety as there were allegations of assaults in the original phone call made, combined with the fact that the female continued to be irate, even after police attendance. One of the victims came forth and told my colleague that the female had attempted shoplifting prior to assaulting members of staff working at the shop. I, therefore, conducted a Section 1 PACE 1984 stop and search to ensure the female did not have any stolen items in her possession. At this stage, the female was compliant, allowing the search to be carried. However, upon finishing the search, which was negative, the female returned to her irate and aggressive state, which hindered any possibility of establishing what occurred. Thus, to establish this, the female was told to sit in the rear of the police van, as it was raining. We spoke to the victims, and they disclosed assaults towards them by the female, however, before any further information could be obtained, the female became even more agitated and begun kicking the police van from inside the cell. As the victims were supporting in making a complaint of assault, there was a necessity to arrest the suspect, as such, the female was arrested for assault and attempted shoplifting, and subsequently conveyed to custody. However, throughout the conveyance of the female to custody, she continued her erratic behaviour by kicking the police cell. She was warned a number of times to stop this behaviour, but this was unsuccessful, and upon arrival in custody, the female continued to shout and be aggressive, making threats to harm herself. This resulted in the female being put on a one to one custody watch, to ensure the female was safe within her cell. She sporadically continued her behaviour, attempting to bite my colleague at one point, until I was finally successful in reasoning with her, making her understand that her behaviour was only getting her into further levels of restraints. She appeared to understand this at last and proceeded to calm herself down, bringing any threat levels down, and thus concluding the one to one cell watch.

Overall, I feel that the incident was well dealt with. The victims were safe and no further assaults occurred during the attendance. The suspect was detained, and subsequently conveyed to custody to be charged. However, I do believe there are some parts which can be improved upon, for example, perhaps the suspect could have been calmed down prior to the conveyance to custody.

I also feel that I could have dealt with the situation better. I believe that I let my nervousness take over and I ended up lacking the confidence to take charge of the situation straight away. I let my emotions impact my rational thinking skills and, as such, I ended up assuming the role of an assisting officer, rather than an attending officer. My inexperience with these types of situations as a police officer lead me to assist my colleague in gathering information rather than, for example, staying with the female in the van, this may have also later contributed towards my ineffectiveness when I attempted to calm the female down on our way to custody. If perhaps, rather than assisting my colleague, I could have joined the female in the van and attempted to calm her down. This could have then created a less stressful atmosphere and allowed for the gathering of facts straightaway, rather than at a later point. This is also evidenced by the fact that once we had reached custody and begun on a one to one watch with the female, I managed to speak to the female which calmed her down straight away and made her understand what had happened and the implications of her continued behaviour.

Another factor which I feel may have impacted the incident was that this was the first call I had attended with a different colleague and I may have been more focused on observing how the colleague dealt with the incident, as I did not know his policing style. Further factors which I feel may have also influenced the resolution of the incident included the shop wanting to close soon and thus adding extra stress onto the situation; it was raining heavily, meaning the female had to be put in the back of the van rather than staying outside, in order to be separated from the victim; and, the suspect had also apparently been consuming alcohol, which may have hindered attempts to reason with her.

In spite of some of the things which could have improved the manner with how the incident was dealt with, I feel that the incident as a whole went well. It was the first time I dealt with a suspect which had been verbally resistant and aggressive, and, as stated prior, she was taken to custody where she eventually calmed down.

Another positive to take away from the experience was that I worked well with my colleague, even though it had been our first shift together. I was also able to calm the female down eventually, and I was able to recognise warning signs of violence such as the reddening of her face, the quietness as she thought of what to do next, which pre-empted her sporadic aggressiveness.

Analysing the incident itself, it was fairly straight forward. It was only made complicated by the attitude of the suspect. The offence was clear – it had been alleged that the suspect had entered the shop with the intention of carrying out shoplifting, thus she was “Going Equipped”, as per Section 25 of the Theft Act 1968. After being challenged by the members of staff working at the shop, the suspect became irate and aggressive, and allegedly assaulted two members of staff (Common Assault as per Section 39 Criminal Justice Act 1988), before being detained by the door staff of neighbouring shops, under Common Law. What caused the main complication to the incident was the attitude of the suspect. To begin with, she was compliant towards my colleague and me, however, upon realising that she would be arrested, she began acting hostile towards the officers attending, in addition to the members of staff from the shop. This was in spite of being told a number of times that she would have the opportunity to give her side of the story during the interview process.

At the time of the incident, there were no known details of the female due to her behaviour not allowing for a check to be done on her, thus it was unknown what background the female had, until we reached custody. However, even at custody, she gave fake details originally, only giving her real details at a later time. When I first met the suspect, I took into account her appearance, the clothes she was wearing, and her manner of speech, attempting to detect any visible vulnerabilities she may have. At the beginning when she spoke, she appeared to have no language barriers or any noticeable vulnerabilities. I then noticed a faint smell of alcohol on her which prompted me to ask if she had been drinking alcohol, to which she admitted it. However, she still understood everything said to her.

In terms of communicating with the suspect, at first, she was compliant, not directing her anger towards the officers, thus she was firstly separated from the victims, so that she could give her version of the events. At this point, I spoke to her in a calm, assertive manner, making sure to nod and listen to what she was saying, paraphrasing her sentences and asking open, probing questions, thus displaying active listening skills. (Weger et al, pg.14, 2014) However, her manner changed slightly when one of the victims approached me and my colleague and stated she had been attempting to shoplift. Upon hearing this statement, she became slightly irate, at which point, I gave her the command to calm down, and had to become more assertive as I conducted the stop and search.

For the most part of this incident, use of force was kept at a low level. Due to allegations and the irate state of the female, the first use of force was handcuffing, which the female was happy to have applied and was fairly compliant with. It was only when we reached custody that we had to apply contact with the female as only then did she become non-compliant. However, even then, force was used as a deterrent to prevent the female from injuring herself or my colleague, as per above. Once she stopped struggling and begun listening, she became completely compliant, having any restraints removed.

Looking ahead, I feel that I need to take a more assertive position and be more confident. As mentioned previously, I allowed for myself to stop thinking rationally and, instead, allowed for my emotions to take over. In this case, I allowed my nervousness and stress to obscure my thinking process. Emotions play a large part in the decision-making process and they normally support decisions made, however, in this case, they hindered my response to the incident, rather than support actions taken. (Bechara, 2011) I ended up not taking

the lead on the incident and assisted my colleague. Looking back at some of the actions taken, for example, had I not been so stressed and nervous, I could have been able to go speak with the suspect, whilst she was still detained in the van and calmed her down. I am also aware that my lack of confidence also played part in this, however, I know that the more incidents I attend, the more confident I will become as I will be exposed to more conflict situations.

In spite of the above, I felt that my communication skills still worked well with the female, once we had reached custody. Whilst we were still at the premises, I noticed very quickly that the female was not willing to listen to me, therefore I tried adopting a different style of communication. Within Eric Berne's Transactional Analysis model (1964) there are the so called "ego-states". Wagner explains that there are six different states, one of which is the Rebellious Child state. This state is where a person demonstrates "*three types of behaviour*:"

- a) *Overacting angrily to situations*
- b) *Becoming defensive or oppositional, especially in response to directives or criticism; and*
- c) *Acting as the passive-aggressive or subconscious Rebellious Child."*

(Wagner p.282, 1994)

This type of behaviours were displayed immediately upon arrival at the incident, however, I did not recognise these and, therefore, I responded to the female using the "Critical Parent" approach, which is where the other person responds in a defensive manner. This was the wrong approach and it meant that the female continued her erratic behaviour. The female's behaviour continued until after reaching custody and being put in a one to one watch in the cell. I noticed at one point that the female had calmed down, so I attempted to communicate with her in an Adult manner, using the Adult ego-state. This type of ego-state "is logical, reasonable, and rational" (Wagner p.281, 1994) and worked allowing me to reason with the female. Using this communication style, I was also able to communicate with the female in regards to what she wanted out of the situation. I used the "goal-directed behaviour model" to discuss with the female what she wanted out of the situation she was in and what I wanted, and managed to agree a common goal, which was that if her behaviour calmed down and she stopped acting erratically, she would be allowed to have the handcuffs removed and have the one to one watch ended. The goal-directed behaviour model is the ability to persuade a person to change their goal through an interim goal, which whilst it may not make their original behaviour disappear, it will change their behaviour to a "more acceptable behaviour". (Ferrara p.30, 2004) As such, the female accepted the terms and had the agreed conditions.

Being fairly new in service and this being my first conflict situation, I feel that I dealt with it fairly well. It may have taken longer than necessary and lacked the confidence needed, however, the suspect was rightfully arrested for the correct offence and no further offences were committed during attendance. The suspect may have been irate for quite a large amount of time, however, force was used adequately and the female was calmed down in the end, after the use of a variety communication techniques. In future, I will be taking on board different models discussed, as I believe they were very useful in assisting with the incident. I will also seek to be more confident in my abilities and allow myself to deal with the suspect straightaway. I feel that if the suspect had been spoken to and calmed down at the stage where she was separated from the source of her conflict, she may have been more compliant and avoided the violent attitude the suspect decided to assume during conveyance and upon reaching custody.

**2502 words**

### 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:

Historically, the police has approached crime from a law enforcement perspective, often disregarding victims and witnesses of crime, and how a crime which may not appear serious in the first instance, may cause a profound impact on the victim. Cases such as that of Fiona Pilkington (BBC News, 2011) prompted the police and other services to act diligently when working with victims and witnesses of crime, and being able to identify any vulnerabilities present. This essay aims to discuss a policing incident which was attended by an officer and how it was resolved. The essay will focus on dealing with the victim and witness, and what measures were discussed and agreed with the parties involved. It will look at discussing any improvements with how the incident was dealt with and reflect on the outcome. Furthermore, the essay will consider what responsibilities are required from the police in line with the “*Code of Practice for Victims of Crime*”. (MOJ, 2015) The essay will also discuss the use of mediation and the Home office 2019 ASB guidance, as well as the impact of stalking and harassment on victims, and consider any alternative ways that the case could have been dealt with.

On one of my shifts, I was allocated a harassment incident which had occurred in my patrolling area. A 12 year old child had attended the local shopping centre with friends and was approached by a 30 year old individual, known to her, causing her to feel harassed. This incident was reported to the police the following day by the child’s mother. As this incident did not require an immediate response, I was able to read into each party’s past occurrences and research what had been done in the past. The persons involved were unknown to me, but this incident was the most recent one in a set of harassment and stalking cases, occurring outside my assigned patrol area.

I established the number of times the police had been rung regarding the various harassment incidents and looked into the actions taken in the past. I decided to attend the house of the victim, whilst the child's parent was present, acting as an appropriate adult. I questioned both the parent and the child on what had been going on, they stated that the male was a distant family member who had a grudge against the parent and that, on a number of occasions, the suspect kept being present wherever the child was, appearing to use his own 11 year old child as an excuse to be in that area at the same time.

The parent explained that this had been causing the whole family an amount of distress for a while, however, the victim's mother was just more concerned that the suspect had begun to target the child, rather than herself, thus prompting the report of the incidents to the police. The mother, however, was frustrated that nothing had been done in the past. I looked at the previous occurrences connected to the family, and indeed, it had appeared that other local units had disregarded any concerns raised by the victim and mother. I informed both parties of what the outcomes of the previous reports had been as well as informing them of the complaints procedures, as some of the comments attached to the reports by previous attending officers were very peculiar.

I proceeded to inform the victim and parent of the available actions. I explained to them that we had the option of obtaining statements from the parent, child and child's friends present at the time, however, the only issue would be that it was the victim's word against the suspect's word, and, therefore, it may not result in a conviction as it would very likely not pass the CPS threshold for prosecution. I advised the parent that there were other options available that may create a greater impact on the suspect, given that he already had a criminal record and according to the family, he did not appear to be too bothered with being prosecuted. I explained that as nothing had been done in the past, we would begin by giving the male a formal verbal warning. This would be a low level resolution to it and would hopefully solve the issue. I further explained that if any more issues were to happen and if the behaviour was to continue, then this would be escalated into a written warning, and any continuation of the behaviour, it would continue to escalate. This alternative would create a much better chance for a conviction in future if the suspect was to disregard the warning and persist with his behaviour. The victim and parent were both happy with this option. I also completed a Public Protection Notice due to the age of the victim and the fact that it was an ongoing harassment issue. I also completed a Domestic Abuse and Stalking and Harassment (DASH) questionnaire to assess the level of the stalking and harassment.

Once these were completed, I attended the suspect's house and gave him the verbal warning, advising him of his behaviour and how it was affecting the victim. The suspect begun stating it was the victim and parent's fault, so I advised the suspect of the counter-allegations procedure and advised to just stay away from the victim.

This incident was an interesting case for myself as due to the area I cover, it is very rare that I get a stalking and harassment case which can be dealt with at a low level, such as via the means of verbal warnings or, even, mediation.

Analysing the incident, I felt that the victim and parent had valid concerns that for some reason were being dismissed by the victim's local units. When I looked at the history between the parties involved, I noticed that previous officers had written on the reports that the parent and suspect had been in a relationship, however, when questioned about this, both parties stated they were second degree cousins. This made me wary that previous disposal options may not have been adequate. There were further concerns raised that previous officers had dismissed other incidents of harassment, stating that "it was not an offence for someone to look at a child". As I felt that the incidents had not been dealt with as professionally as they should have, and the victim had not been treated properly, I raised this with the victim and discussed the complaints procedure, in accordance with the *Code of Practice for Victims of Crime* (Chapter 5, 1.50). I ensured that the victim was dealt

with diligently, as I believed that the victim had been let down by colleagues on prior occasions that she had been in contact with the police. I considered the consequences towards the organisation and what it would have meant if the victim stopped having faith in the police, such as taking matters into own hands, or suspect's behaviour worsening. I considered the code of ethics and how this contradicted the second standard of professional behaviour "Authority, respect and courtesy". (College of Policing, 2013) I also considered the Competency and Values Framework (College of Policing, 2019), in particular, how I am required to have integrity, and necessity to be transparent and honest about what had been happening, as well as the need to challenge the previous decisions taken.

Furthermore, I felt slightly powerless when I dealt with the victim under my capacity as a response officer. As the majority of the incidents had occurred outside my patrol area, I had only been able to deal with the one at hand. Feeling that the victim had been let down by previous officers, I felt like I needed to do more for this complex case, as I had a feeling this would not be the last incident between the two parties. I noticed that the victim and parent had not fully disclosed to me all that was happening between all parties. After speaking with the suspect, he disclosed that the victim and parent had also sought him and had harassed him on occasions as well. I had advised him to make a complaint to the police when it happens, as this would allow for other options could be considered, such as the use of mediation if all parties would be willing to sit and discuss the case. I feel that this option would be much more suited to this case, provided all parties were willing to do so. However, by the time I had considered this option, it was too late and I had already agreed with the victim to give the suspect a verbal warning.

Overall, I feel that the incident was solved taking the correct approach, despite the fact it may have benefitted from mediation. In order to resolve this incident, I decided to use the Home Office "*Anti-social Behaviour, Crime and Policing Act 2014: Anti-social behaviour powers*" (Home Office, 2019) guidance to offer the victim another option of what we can do about the situation, emphasizing that this would allow for a stronger case to be put together in future, if his behaviour was to continue or escalate. I gave the victim the option to choose between prosecuting or trying this option, which I believed would serve as a deterrent. The victim agreed with trying the verbal warning.

However, I cannot help but feel that the victim and family had been let down by prior officers. Harassment and stalking issues, whilst at low level, they can still cause the victims much grief. Victims of stalking and harassment cases are likely to be impacted on their daily life as well as on a psychological level. A study conducted by Pathe and Mullen on *the impact of stalkers on their victims* (1997) has shown that 82% of those in the study had "*modified their usual activities as a direct consequence of their harassment*". This was also reflected on what the victim and the mother had disclosed to me when I spoke to them. The family had begun avoiding areas and going out of their way to not be in certain areas where they might encounter the suspect. The study also discussed that victims also tend to have additional security measures, issues with attending work/school, experience feelings of powerlessness, and causing anxiety and hypervigilance, amongst other consequences. Thus prompting the need to stop these behaviours at an early stage, through an early intervention. (Pathe and Mullen, p.14, 1997)

Considerations for the victim and family were made, in accordance with the *Code of Practice for Victims of Crime*. The victim's position was taken into consideration and efforts were made to identify any vulnerabilities with the victim and family, through conducting a Public Protection Notice. I was also aware that the victim was a 12 year old female, and that the suspect was a 30 year old. Due to this factor, the victim would be considered a vulnerable victim, as per the *Code of Practice for Victims of Crime* (Chapter 2, 1.10 (a)). As such, I explained to the victim and mother that should they want to go ahead and go to court, there are special measures, as per Chapter 2, 1.13, which we can request the courts to accommodate, to make it easier to give evidence, such as giving evidence in private, or the removal of wigs.

I felt that the incident was dealt with appropriately. I personally would have liked to have considered arranging a meeting with both parties and done mediation, but I feel that at this stage, this is the first step. I followed the guidance from the Home Office on how to deal with Anti-Social Behaviour as at this stage, the harassment was more linked to anti-social behaviour. This piece of guidance was very helpful in terms of planning what I needed to do for this case, as it advised me on the options available to deal with the situation. A 2017 HMIC report which looks into Stalking and Harassment cases and the CPS and police responses to each, issues guidance on those cases which are not domestic abuse related, when it comes to conducting a risk-assessment. Whilst it acknowledges the lack of tools to conduct said risk assessments, it advises that a Domestic Abuse, Stalking, and Harassment (DASH) questionnaire should still be completed as a method of assessing risk. (HMIC p.39-41, 2017).

I was also not aware of a variety of trusts and helplines available out there, at the time of attending the incident. Charities such as the Suzy Lamplugh Trust provides victims of stalking and harassment with advice and guidance on what to do if someone is a victim of stalking and harassment. The trust also run the National Stalking Helpline, which provides free help and advice, and the phone calls do not appear on BT landline bills. (National Stalking Helpline, 2016)

There is also Paladin which is the National Stalking Advocacy Service. (Paladin, 2019) This is another charity who offers victims of stalking with support and advocacy. Another support agency is the Network for Surviving Stalking who also provide help and advice to victims of stalking in particular. (NSS, 2019)

This incident in particular allowed me to use other options to effecting arrest, by speaking with the victim, and agreeing a solution which was more efficient in deterring the suspect. It also made me take into consideration the needs of a vulnerable victim as well as the needs of a stalking and harassment case, such as filling out a Public Protection Notice and a DASH questionnaire. Throughout this incident, I also found that I had to use my code of ethics and my values as I felt the victim had not been dealt with in the correct manner in the past, thus, prompting me to explain the complaints procedure to the victim and what had happened in the past. I feel that, as a whole, this incident worked well. The victim was happy with my actions and I felt that the family was also dealt with appropriately and diligently. I feel that in future I will be able to look at a stalking and harassment case, and, if it is still in its initial stages, I will be able to give the correct support. I felt that, because I work in responding to incidents, I would not be able to accompany the case if there are further incidents, however, I also hoped that this would make the suspect aware of his actions and change his behaviours towards the victim. As mentioned prior, stalking and harassment cases can create a large and lasting impact on the victim, so it is important to stop them in the early stages.

**2451 words**

## 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:

A large part of policing revolves around dealing with suspect and offenders, and knowing when and how to use the most appropriate disposal option from a wide range of options. This decision is informed by the "National Decision Making Model" (NDM). This tool helps officers decide which option is most appropriate by taking into account a variety of circumstances relating to the incident presented. Officers also have a number of responsibilities when dealing with offenders, as guided by the Criminal Procedures and Investigation Act (CPIA) 1996. These include knowing how to record, retain, reveal and disclose information when necessary. This essay will look at a policing incident and, initially, reflect on what occurred during that day. It will then discuss what the NDM is and how it was used throughout the incident by looking at two specific instances where the NDM was applied to support decisions made. This essay will also look at the options available to the officer as ways of dealing with the suspect, including, looking at what officer discretion, how it worked during this incident, and how it could have been applicable. Finally, the essay will look at the case file preparation aspect of the case and what is required to satisfy CPIA by looking at what disclosure is and the duties of a police officer when working on a case. Finally, this essay will also reflect on how well the actions taken worked and will suggest any points of improvement.

On a busy Saturday evening shift, a call came through on my personal radio requiring officers to attend an emergency call at a busy location. There had been a report made by a local business that a customer had just walked in and told a member of staff that they had just entered neighbouring premises and planted a bomb inside, making a number of comments to blow up the premises. Two of my colleagues and I attended the reporting location, however the suspect had left the location in a vehicle by the time we arrived. I spoke to

the persons reporting the incident, getting further details of what happened, a description of the suspect, and tried to collect a picture from the CCTV, for identification. One of my other colleagues liaised with other officers from other areas to trace the vehicle whilst my other colleague checked the premises for signs of entry. It was eventually established that the suspect had left in a taxi, in which the suspect had also made a number of similar remarks. The witnesses were spoken to and evidence was gathered making it possible to identify the suspect. A number of arrest enquiries were carried out to find the suspect and arrest them for communicating false information, namely, a bomb hoax. The suspect was found the following day, arrested, and interviewed. The person in charge of the premises, where the bomb was supposedly planted, was contacted and informed of the hoax but as there was still a need to double check the premises, they were advised to keep the premises locked until it was confirmed as safe. Specialist teams were deployed to assist with searching the suspect's house, gathering further evidence, and searching the premises for any explosive device, which proved negative.

When I was first informed of the incident, I was not aware of who the reporting person was, nor how serious the report was. Before arriving at the location, I used the National Decision-making Model (NDM) to determine the first course of action and what was necessary from myself and my colleagues. The NDM is the process adopted by the Association of Chief Police Officers (ACPO) in 2011 as a tool to inform police officers on what actions are available to them and to assist in the decision-making process. Its objective is to improve decisions made, making them based on a set of core principles and policing values, whilst giving officers greater opportunities to use '*discretion and professional judgement*.' (Paterson and Pollock, p. 189, 2015) The NDM is made up of 5 different stages, all informed by the Code of Ethics

- Gather information and intelligence
- Assess threat and risk and develop a working strategy
- Consider powers and policy
- Identify options and contingencies
- Take action and review what happened (College of Policing, 2019)

The NDM was used on a number of occasions throughout the incident as more information was gathered. Due to limitations in the word-count, this essay will focus on two occasions the NDM was utilised to support decisions. The NDM will also be touched up briefly when discussing police discretion.

Thus, following the NDM guidance, after being attached to the call, I gathered the very little available information. We knew there had been a person who had entered a business stating that they had been inside the neighbouring premises and planted a bomb inside, making comments of the kind "they will pay" and making other threats to blow up the premises. I used that information to assess the level of threat and the risk the situation posed. I did not know if this person was being serious or if it was just an overreaction from a member of staff at the business, nor was it known if the person had actually gained access to said premises, or even if the premises had people inside. As such, I found that due to the location of the premises where the bomb was said to be in, the lack of information, and the type of incident, the risk was very high. I also had a feeling the incident was more than a Public Order offence due to the manner in which the witness was concerned with the male. The male had spoken with no emotions, keeping a blank face, and appeared very serious. In the next stage of the NDM, I considered the force's policy and procedure for bomb hoaxes/threats to bomb premises and who I would have to alert and inform in case the threat was real and a bomb was in the premises, such as the Wales Extremism and Counter Terrorism Unit (WECTU), the bomb squad, CSI, etc. I considered the need to cordon the street off to a safe distance, and evacuate any premises, however, I also realised the possible media and public attention it would attract to the area, due to its prominent location.

Taking the above into account, I decided to go speak to the witnesses first, whilst another of my colleagues inspected the premises to see if any entry had been gained. My colleagues briefly inspected the premises

whilst I established details of the suspect. Further information came to light at that point that the suspect had left in a vehicle. The vehicle was traced down and discovered that it was a taxi. My colleagues returned to me with the information that there was no apparent entry made. As the immediate threat of a bomb was no longer apparent, I decided to return to the station to conduct some further research on the suspect, given that we had a potential phone number for the suspect, allowing for further lines of enquiries. I conducted some research in which I established information connected to the suspect's background which re-escalated the risk, creating the need to conduct immediate arrest enquiries. As such, I used the NDM once again to decide the actions to take.

At this point, it had been established that the suspect had told two different people, who are completely unlinked, very similar information, regarding a bomb and the location. Both person's believed the suspect due to the suspect's mannerisms. It had also been established that no apparent entry had been gained, and the premises themselves were empty as were the surrounding premises, thus negating the need to cordon off the area. However, the discovery of information connected to suspect's background elevated the risk and threat. I considered once again the force's policy regarding bomb threats and who I'd need to inform, such as senior management and WECTU. I began taking into consideration what options were available to me regarding the arrest of the suspect. I considered the necessity to arrest: was there a need to arrest the suspect or could it be dealt via other means? Officer discretion played a part in deciding this.

As well as powers of arrest, entry and investigation, police officers are given the power of discretion. This is the ability for police officers to use their professional judgement to either solve a situation by using alternative disposal methods to arresting a person; decide whether a matter is of a civil or criminal nature; or make decisions on priorities. (Sanders & Young p.82, 2003) According to Sanders and Young, there are four types of police discretion: scope decisions (for example deciding if a matter is criminal or civil), interpretive decisions (whether to arrest or use alternative method), decisions about work/calls priorities; and tactical decisions. (Sanders & Young p.83, 2003)

Thus, I considered the option of not arresting the suspect and dealing with him by means of voluntary attendance. However, I had information that suggested the suspect had the means, motive and knowledge to potentially carry out the threat. This meant there was a risk the threat could be or had already been carried out, so I decided to arrest the suspect, to prevent any damage to life or persons, as well as to allow for a prompt and effective investigation by means of interviewing. The prompt and effective investigation was also necessary as his house needed to be searched to negate any potential veracity to the threat. If the threat was to be real, the consequences would be very high, as there was a potential for loss of many lives.

Police discretion was also used during the arrest. I had spoken to a supervisor regarding the arrest and the offence. I utilised the NDM to decide what my options for arrest were. I had considered up to this point arresting the suspect for "communicating false information, namely, Bomb hoax" (S.51 (2) Criminal Law Act 1977) (CPS, 2019) or, there was even scope for arresting for terrorism offences due to the nature of the allegations made, however, I considered that arresting for the latter offence would potentially cause unnecessary escalation of the matter. So, I discussed my options with a supervisor who suggested arresting for "intentional harassment, alarm or distress" (Section 4A of the Public Order Act 1986). I took the suggestion into account, however, I felt that given how the witnesses felt, and the suspect's antecedent, it required something more serious than a S.4A. Using the NDM, I outweighed the risks and consequences of each offence, against force policies and the powers each offence would allow me, and decided to use my discretion to arrest the suspect for the more serious offence of communicating false information (bomb hoax). This meant disregarding advice given by a supervisor, whom I informed of my decision, however, I felt that I had enough evidence to justify the arrest for a higher degree offence. I also conferred with other supervisors and they agreed with my decision.

The suspect was then arrested and gave a negative interview. An initial Not Guilty Anticipated Plea (NGAP) file was submitted to the Crown Prosecution Service (CPS), ready for Magistrates Court. They agreed with the charge and requested a full file to be created for the trial to proceed in Crown Court. Following the Criminal Procedures and Investigation Act (CPIA) 1996 guidance, I compiled all the information used during the investigation of the incident. This information was indexed and disclosed in the first file to the CPS, under the various disclosure forms. However, prior to the completion of the full file, further lines of enquiry came to light, supporting the case, so, these were added to the various different files. All documents were separated into used and un-used material, as well as some being put into the sensitive file due to their sensitive nature, they cannot be disclosed to the public. A summary of all the material was then compiled, satisfying CPIA.

On the whole, I feel that this case and incident went well. There was a large scope for things to go wrong, however, I used the NDM appropriately and I was happy to justify all my actions, as all options were carefully considered. I feel that this case has made me learn some valuable skills for dealing with various people, be it witnesses, key-holders, or suspects. Looking ahead, I am happy to use this as an example of a complex investigation which was investigated appropriately and correctly from beginning to end.

The only potential point of improvement would be my time management skills. I feel that this case took up a large part of my time both in and out of work. It caused me a lot of stress due to trying to manage routine workload, responding to emergency calls, as well as progressing the investigation with the further lines of enquiry required, whilst working shifts. I also felt that my own personal wellbeing and mental health were impacted due to the stress and pressures arising. Thus, looking ahead, if I come across another complex investigation, I will have to re-assess and re-prioritise coping mechanisms, as per task 1, in an effort to not let stress and pressure impact me as much. I will also need to give myself some more down time and do things which I enjoy, in order to be able to switch off from work and thus remove the source of stress.

In conclusion, I feel that this incident was dealt with in the most appropriate manner. The National Decision-Making Model (NDM) was used a number of times throughout the incident to both manage decision as well as inform the use of police discretion. There was a large scope for things to go wrong, however, through the use of the NDM, risk was managed consistently and constantly. The NDM guided me through difficult decisions and supported my use of police discretion, even though it meant making the decision to go against the guidance offered by a person of a rank above my own, and many more years of experience. My duties as an investigator were correctly followed and two case files were correctly compiled at the end, satisfying all the requirements of the CPIA. Relevant material was recorded in its appropriate places, retained from the investigation, and then revealed to the CPS at the end of the investigation, as well as disclosed to the defence. The only negative from the incident was on a time management aspect, and the coping with stress and pressures, however, these are small points to take on board for any future complex cases.

**2453 words**

## Development Plan

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

| Area of Development                                          | How it will be achieved                                                                                                                                        | Who can provide support                                                                        | Timeline                                                                         |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Confidence in dealing with suspects and communication skills | By attending more incidents and taking the lead straight away.<br><br>Taking on shifts where I have to walk around and be approached by members of the public. | My team, my supervisor                                                                         | In 3 months' time, there should be a large improvement.                          |
| Time management                                              | Re-assess what needs to be done                                                                                                                                | My team, my supervisor.                                                                        | No timeline at the moment, just as and when workload and other pressures happen. |
| Better coping with stress and pressure                       | Linked with the above, different coping strategies, making sure I don't become lazy and then let stress get to me.                                             | My team and supervisor<br>My friends<br>People I practice sports with to encourage attendance. | No timeline, ongoing issue.                                                      |

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All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: N. C. J. (Learner)

Date: 04/01/2020

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

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

Signed: Nani SA (Learner)

Date: 04/01/2020

Signed: [Signature] (Tutor Constable)

Date: 04/01/2020

**(Please print this page, sign it, and scan it and add it back into the document)**