

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students: https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

Focussing on my initial six months of learning as a Police Constable, this essay will discuss and compare the coping strategies I have applied to develop resilience and minimise stress utilising Gibbs Reflective Cycle (Gibbs, 1988, cited in University of Edinburgh, 2020), including listening to music, and socialising with friends and family. Stress refers to worry originating from difficult circumstances and is an evolutionary response that encourages us to respond to threats in our lives (World Health Organisation, 2023). There are many ways to deal with stress, and these have a significant impact on our overall well-being, with stress being able to cause physical and mental ill health (World Health Organisation, 2023). Resilience refers to the successful adaptation to these worries and difficulties in life, demonstrated through specific coping strategies, which psychological research shows can be practiced and enhanced to increase resilience (APA, 2023).

Whilst learning as a Police Constable, there were many circumstances where I felt a level of stress, including practical assignments where I needed to recall and demonstrate new learnings, and when revising for upcoming exams. As such, I have listened to music as a method of minimising stress and developing resilience, doing so in my spare time whilst at home, commuting, and completing independent studies. I also have attended music concerts hosting a variety of artists.

I believe that listening to music helps keep me present in the moment, counteracting stress which can lead to a loss of concentration (World Health Organisation, 2023). This is particularly true when regarding stressful situations throughout my time training as a Police Constable, using music outside of training to improve my well-being, and to focus myself prior to stress-inducing tasks, where music has helped act as a positive mood enhancer.

Research conducted by Budson (2020) found those who listened to music had better levels of mental well-being with higher rates of happiness and cognitive function, alongside slight reductions in anxiety and depression levels. Furthermore, 69% of those from Budson's (2020) research who attend musical performances rated their brain health as excellent or very good, whereas 52% of those who never attended musical performances rated their brain health in these categories. This suggests that attending musical performances has a significant impact on dealing with stress as defined by World Health Organisation (2023).

Gorvett (2020) suggests that evidence of music impacting on productivity is circumstantial; however, music is seen to provide an emotional benefit in workplaces. For example, a study completed by Oldham et al., (1995, cited in Gorvett, 2020) stated the only factor that explained increased productivity of those listening to their own choices in music was how relaxed these individuals felt. The researchers concluded that these relaxed feelings correlated with increased productivity. This

feeling of relaxation originating from listening to music could be seen as a form of resilience through coping strategies as defined by APA (2023) and reflects my experience of utilising music to reduce work-related stress (World Health Organisation, 2023).

In contrast to the self-defined data discussed above, research conducted by Carlson et al. (2015, cited in Heid, 2018) states music can enhance negative emotions as well as counteract them, as the characteristics of the music we listen to impact our heart rate and neuro-activity. However, research conducted by Tervaniemi, Makkonen, and Nie (2021, cited in Mudge, 2023) shows that listening to music we enjoy, regardless of the type or beat of the music listened to, plays a physiological role in reducing stress and anxiety through enhancing dopamine levels, and reducing cortisol production - a powerful stress hormone. This reflects my experience of listening to music to enhance my mood when feeling stressed and supports the practice of listening to music being a resilience-building coping strategy (APA, 2023).

Based on the information I have learned, I believe that utilising music to reduce stress and enhance resilience is a useful coping mechanism that I have employed, providing a positive mental benefit. However, there is the potential for certain music to have a negative impact so in future I will listen to upbeat music which I enjoy, to continue the resilience building effect I have experienced listening to music in my role as a Police Constable.

Whilst training as a Police Constable, I also employed socialising with friends and family as a means of reducing stress and enhancing resilience, utilising technology to speak with family who live far away and meeting friends in person, including friends made during training. I have found that speaking to family and friends generally and regarding stresses and worries whilst training as a Police Constable has provided me with a method of relaxation and support, with others sharing their opinions and advice, and helping to boost my mood through attending events such as going for meals and walks.

Research by Hall et al. (2023, cited in Drillinger, 2023) states that making any form of intentional connection with friends once a day, no matter their duration, plays a significant positive role in well-being. Furthermore, a study of university students found that socialising reduces likelihood of depression (Cohen, Sherrod, and Clark, 1986, cited in South University, 2018) which can be associated with stress (World Health Organisation, 2023). The researchers found being a part of social groups eased the stresses of entering university life, which can be seen as reflective of the training environment whilst learning as a Police Constable. CDC (2023) indicates that when stress has been experienced, socialising helps individuals recover from this, and Seppala (2014) states an internal feeling of connectedness, regardless of external socialising is sufficient to provide a benefit to mental health and therefore resilience (APA, 2023).

From my learning, I believe that socialising with family and friends has a positive impact on individuals' ability to deal with stressful situations, increasing resilience through improving mental health. I feel I have successfully employed this coping mechanism to support my resilience and will continue to do so.

When compared with listening to music, socialising appears to provide a more widely accepted scientific level of stress reduction and resilience building ability, with music's potential to enhance negative emotions suggested by Carlson et al. (2015, cited in Heid, 2018). However, both strategies find evidence to support their benefits, with music listening increasing feelings of relaxation which reduces stress. and being part of a social group maintaining intentional social contact providing mental health benefits. Furthermore, attending music performances can be completed whilst

socialising with friends and family; I will continue this method in the future to maintain resilience and reduce stress levels whilst completing my training as a Police Constable.

1092 words

Task 2

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

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

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

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

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

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

In this essay I will critically assess an incident I have attended involving concern for a child, exploring the social and legislative contexts, alongside discussing relevant cultural, ethnicity and language issues. I will also consider my use of effective communication skills within the incident and critically evaluate the Betari's Box model (CoP, 2020a) which underpins the causes of conflict within policing interventions. Throughout this essay, I will utilise Gibbs' reflective cycle (Gibbs, 1988, cited in University of Edinburgh, 2020) to reflect upon my actions at this incident.

Description

The incident was reported by a member of the public who had been walking down a road and spoken to a child who appeared upset. The child told the caller that their younger sibling was home alone, and they were running away. I attended with my tutor where the child was found in the back garden of a residential address, screaming lying face down. I attempted to talk to the child, but they were not responding.

The child stood up and was visibly unsteady on their feet, appearing to be under the influence of alcohol. The child attempted to climb over the rear garden fence, so my tutor and I utilised the minimum level of force to keep the child in place and ensure they did not harm themselves. The child became verbally aggressive to us with slurred speech, saying they wanted to kill themselves and that people were looking to kill them; they also repeatedly kicked my tutor and dug their nails into his arm. After attempting to calm the situation verbally we restrained the child on the ground to prevent further harm to my tutor, with him handcuffing the child. Once the child calmed down, we moved them to a seated position and handcuffs were removed.

The child refused to provide details about themselves or the incident and was continuously verbally aggressive to tutor. The child requested a new in-service officer and a female officer. I spoke to the child and told them that I was new, they confirmed that I was 'alright' and that they would speak to

me; however, when I spoke to them, they would not provide any details. When speaking to the child, I ensured to kneel so I would be at eye level to reduce potential feelings of intimidation.

A female officer attended, and child was instantly verbally aggressive towards them. The female officer and I walked with the child from the garden and took them to the Police van. At this point the child stated they had left their bag in the garden, so I returned to the address and completed a search in the garden for the bag which was found next-door by another officer. When returning to the van, I completed a S136 Mental Health Act detention and placed the child in the back of the van. I monitored the child and attempted to gain information from them regarding personal details and what had happened to make them upset whilst escorting to a mental health facility.

Feelings

During this incident I was concerned for the child and their safety, as well as being concerned for my colleague who the child was physically abusive towards. I wanted to understand what had happened from the child's perspective to put the correct safeguarding into place for the child and their younger sibling. I was focused on ensuring that the right actions were taken to not alienate and inflame the incident with the child, and to ensure the most positive experience to ease conflict, in doing so protecting and serving communities. At the time of the incident in the garden the residents of the address were watching, and the child was engaging with residents telling them that my colleague was acting unacceptably towards them. Where an audience is present this can pressurise a conflict situation (CoP, 2020a).

Evaluation and Analysis

When attending this incident there were many social and legislative contexts to be aware of, including the aspect of dealing with a child. Children are classed as vulnerable individuals (CoP, 2020a), with specific rights awarded to children identified under The UN Convention on the Rights of the Child (UNICEF, 2023). Within this convention (UNICEF, 2023), there is specific relevance regarding the incident I attended in Article 3 – where all actions and decisions regarding children must be made in the best interests of the child, and Article 37 – stating children should be detained only as a last resort and for the shortest time possible.

As part of dealing with children as a Police Officer, there is also the requirement to follow S10 and S11 Children Act 2004 (CoP, 2020a; CHIMAT, 2015), ensuring child welfare is prioritised and working with partner agencies including Local Authorities. This is why following the incident I submitted a referral to Local Child Services to ensure relevant assessments could be made for suitable support. It is also important when dealing with conflict, especially with children to ensure that body language is appropriate (CoP, 2020a), this reflects my decision to come down to eye level with the child whilst they were sat down in this incident when speaking to them to reduce potential feelings of intimidation.

Further vulnerabilities in this conflict situation can be seen through the potential of mental health concerns. This became apparent because of suicidal intent comments made by the child. As a crew, my tutor and I contacted the force approved mental health professional (AMHP) whilst in attendance at the incident to determine the best course of action, utilising the National Decision Model (NDM) as a key decision-making mechanism in line with College of Policing best practice (CoP, 2022; CoP, 2014). When dealing with communication difficulties, it is also highly important to be patient and

calm with the individual to de-escalate conflict and reduce the need for physical restraint (CoP, 2022), which should be used as minimally and as a last resort when dealing with suspected mental health (CoP, 2020a). I believe I exhibited calm communication whilst attending this incident, explaining to the child why the Police were there to help and why we needed to know what had happened to make sure we could help them and their sibling.

As a result of the behaviours exhibited by the child through physical and verbal aggression, suicidal intent disclosed and lack of personal details obtained such as name and home address, after discussing with the AMHP, I detained the child under S136 Mental Health Act 1983 (Legislation.gov.uk, 2023b), where immediate care and control were decided as necessary to meet the child's safeguarding needs. The police should provide reassurance and information about what is happening and why when dealing with a conflict situation involving communication difficulties (CoP, 2022), therefore I ensured to explain the S136 detainment to the child and answer questions from the child about where they would be going and for how long.

In relation to this incident, minimum force was used and can be justified due to protection of persons and other reasonable actions being undertaken prior to use of force with negative results. The use of force in this incident is therefore in line with College of Policing's ten key principles governing use of Force (CoP, 2013), which incorporates a variety of legislation including S117 PACE 1984 allowing reasonable force in relation to exercising powers under this legislation, and S76 Criminal Justice and Immigration Act 2008 allowing reasonable force in self-defence.

During the incident, no cultural, ethnicity or language issues were identified outside of communication issues relating to mental health/intoxication, and as the incident involved a child, I used simple language when speaking with the subject in line with College of Policing guidance (CoP, 2020a).

Police officers are required to consider all possibilities when concerning causes of communication difficulties, although professional diagnoses are not under Police remit, appearances can be deceiving (CoP, 2020a). Communication difficulties increase the likelihood of confrontation if a person is unable to understand officers, and may enhance agitation, confusion, and fear (CoP, 2022; CoP, 2020a). Using force and restraining people who are in mental health crisis can pose a life-threatening risk (CoP, 2020a), so tactical communications were attempted using the five-step appeal method before using force as a contingency within the NDM decision making process (CoP, 2014).

Throughout the incident I kept a calm attitude and used active listening (NHS, 2021) to de-escalate the situation where the child was distressed and aggressive. Active listening involves using non-verbal communication methods to display interest in what a person is saying such as nodding your head and can also include rephrasing and repeating what is said to you (NHS, 2021). I used this method of repetition to try and ascertain more information from the child in the incident discussed, by repeating that they had said they wanted help, and asking what help they wanted, and by repeating that they thought I was 'alright' so they could speak to me. This element of rephrasing can also be seen under the MOREPIES model of crisis negotiator communication, repeating recent words and phrases used by the individual to show engaged listening and to progress conversation (CoP, 2020a).

Part of active listening is also listening "between the lines" (NHS, 2021), and using this to inform your subsequent communication and relay your understanding to the person you are listening to. I reflected upon this whilst in attendance at the call above, and spoke with the child after noting their fear and distress to say that I understood they may feel like we are going to make things worse for

them as the Police, but that we were there to help and that I wanted to help them in the way they would like help, if they could tell me what help they wanted.

I also made sure to assess the impact that mine and other officers' presence would have on the child whilst they were distressed, and decided using the NDM (CoP, 2014) that I would take a leading position communicating with the child, lowering myself to the ground to be at eye level with the child, rather than standing above the child together with three other officers and potentially intimidating this young person who was sat on the ground (CoP, 2020a).

I also limited distractions by turning down the volume of my radio whilst speaking with the child, so as not to interrupt our communication and to reduce chances of conflict escalation through the child hearing other officers talking about the incident over the radio (CoP, 2020a; CoP, 2022).

Betari's Box suggests that our attitude affects our behaviours, which in turn affects the attitude and then behaviour of others, which continues the cycle of impacting (CoP, 2020a). This can be both beneficial and have negative impacts, therefore it is paramount that when dealing with conflict that officers come in at a low, calm and authoritative level, rather than inflaming a situation further by shouting (CoP, 2020a). This implementation of calm demeanour worked in practice for the incident discussed, however I still was unable to retrieve the information required from the individual, although they did calm down compared with their state upon initial attendance. The child subsequently explained to me that the reason they did not want to tell me information was because I would have to share the information with other people they did not trust. I provided understanding by saying that the only people I would tell would be people that could help, although I acknowledged that from their side it may not feel like it at the time when we were speaking.

Conclusion and Action Plan

In conclusion Betari's box appears to be useful in de-escalating conflict however does not always mean you will get the desired response from the individual you are speaking with. For example, in the incident discussed the child still did not provide me with details of the incident or their personal details, but communicated more clearly than upon first attendance, explaining reasons for not providing details. This did provide a deeper understanding from Officer's perspective compared to when first arriving on scene. There are many legal and social contexts which also need to be considered when dealing with conflict scenarios, including vulnerabilities such as age displayed in this incident, and mental health concerns. It is clear from this incident that effective communication requires attempts at understanding and empathy to reduce likelihood of conflict, which is supported by research displayed in this essay.

In future I would feel confident dealing with conflict at policing incidents, utilising techniques researched to de-escalate and resolve difficult situations with a minimum of force used.

2095 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 explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

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

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

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

In this essay I will critically explore a policing incident I am investigating regarding domestic stalking/harassment and coercive control towards the subject's ex-partner, examining how I have dealt with competing issues such as legislation, social issues, culture, and language. I will consider the victims code of practice and how I have used these codes to support the victim through the criminal justice system during the investigative process. I will be reflecting upon this incident using Gibbs' reflective cycle (Gibbs, 1988, cited in University of Edinburgh, 2020), illustrating the core principles of ethics, equality, diversity, and human rights.

Description

Initial police attendance to this incident resulted from a report received from a friend of the victim, where officers subsequently attended a safe address for the victim as an arranged appointment. During this appointment the victim disclosed stalking and harassment, and previous coercive controlling behaviours from their ex-partner. At this time the aggrieved was not supportive of formal police action but consented to completing a Public Protection Notification (PPN) referral in relation to Domestic Abuse (DASH). I completed a DASH with the victim and completed a negative account on my electronic pocket notebook to confirm that the victim was not supportive of formal police action at the time, which the victim signed. As a result of children being involved in the incidents disclosed, I also submitted a PPN for the children to ensure relevant support agencies were aware.

After my initial attendance a further report was made by the victim the next week, to which another officer attended and completed a statement with the victim regarding the further incidents that had taken place. This report was passed to me, which I have linked with the original incident and further investigated by obtaining witness statements in relation to these occurrences.

I have obtained three witness statements from persons who received disclosures of domestic abuse from the victim, and I have provided continual regular updates to the victim during the investigation procedure. Whilst attending a witness' address to complete a statement in relation to the offences disclosed, the subject dropped flowers off at the witness' address. I exhibited and seized these items and completed the golden hour enquiries around the subject delivering flowers, including house to house checks and CCTV. I ensured to contact the victim regarding this incident, so they were aware and updated by officers rather than hearing second-hand through family members.

I also completed a further witness statement with the mother of the aggrieved. Whilst in attendance I also discussed the Victim Personal Statement scheme with the witness as they suffer with a physical disability. At all appointments with the victim and witnesses for these incidents, I have provided advice to ensure any further information is reported to the police.

Feelings

In relation to this investigation, I have found the length of time required to complete investigations has been a long process, where I have ensured to keep the victim updated so they are aware of the current progress. These updates aid in ensuring the victim feels supported by police and continues to engage with and support formal police action. As initial disclosures provided by the victim were unsupportive of formal police action, I utilised the NDM model (CoP, 2014) to make sure the appropriate risk analysis was conducted, and suitable safeguarding advice was initially provided to the aggrieved.

Evaluation and Analysis

When investigating the incidents discussed in this essay, a key consideration is the use of the NDM (CoP, 2014) to provide a framework in decision making. The NDM assists in the analysis of risk and reminds officers to explore applicable powers and procedures throughout an investigation (CoP, 2014). In relation to any investigation, the victim's code of practice is paramount to an officer's approach (Ministry of Justice, 2023; CoP, 2021). There are 12 overarching objectives to the Victims code of practice (Ministry of Justice, 2023), which I believe I have achieved throughout the investigation discussed as follows:

1. To be able to understand and to be understood

I determined the victim's first language by direct questioning and confirmed they were happy to be spoken to in English regarding their report upon initial attendance.

2. To have the details of the crime recorded without unjustified delay

I provided a crime reference number to the aggrieved upon initial attendance to first call. This ensured that if the victim changed their mind regarding support for police action, they would be able to call and have details to hand which allowed the subsequent incidents to be linked.

3. To be provided with information when reporting the crime

The victim did not report the crime in the first instance for this incident, however an appointment was booked, and I made contact over the phone with the victim before the appointment to confirm attendance.

4. To be referred to services that support victims and have services and support tailored to your needs.

I created a DASH referral to ensure that the victim received the correct level of support from external services that are tailored to their need. This was completed with the victim's consent.

5. To be provided with information about compensation

I provided initial information to victim about the potential to request compensation and if further details were required, I could provide these.

6. To be provided with information about the investigation and prosecution

Regular updates provided by me over the phone, and additional updates also being provided by Gwent Police witness contact centre by text to aggrieved.

7. To make a Victim Personal Statement

Victim personal statement has been offered to the victim, who upon initial attendance from officers was not supportive of formal police action. Since this time further course of conduct has been completed therefore, I have contacted victim who is willing to retract negative account and complete statements for initial offences attended, this is currently awaiting completion due to victim availability.

8. To be given information about the trial, trial process and your role as a witness

I have discussed potential special measures available to the victim if they were to attend court as signposted by CPS (2021).

9. To be given information about the outcome of the case and any appeals

Case still ongoing currently.

10. To be paid expenses and have property returned

Limited property has been seized but will be offered to victim upon case completion.

11. To be given information about the offender following a conviction

Awaiting conviction; however, will ensure to provide aggrieved with the information regarding the outcome when the case gets to this stage.

12. To make a complaint about your rights not being met

Made victim aware that complaints can be made and signposted to Gwent Police website where additional information can be found regarding this.

When speaking with the victim at initial attendance, it is important to remember that first impressions are key and provide a foundation for any future contact (CoP, 2021). Using the victim's code as a template, officers should provide an easy-to-understand explanation of the criminal justice and investigative process (CoP, 2021), which I believe I have displayed in this instance.

In relation to the incident discussed, I ensured to consider social issues, including those of culture and language issues. The aggrieved had disclosed coercive controlling behaviour from their ex-partner which using the NDM model (CoP, 2014) suggests there is a potential risk the individual is a vulnerable adult. As such appropriate safeguarding advice was provided. The advice provided was individual to the aggrieved and can be seen to reflect objective four of the victim codes of practice (Ministry of Justice, 2023), and included locking doors and windows, not to block subject online in

first instance in case this escalates harassing behaviour, ensuring phone remains charged, and continuing to stay at a different safe address to shared home with ex-partner to ensure that subject does not locate the aggrieved.

For this incident I also understood the importance of active listening (NHS, 2021) to gain maximum levels of information from the victim and to adhere to victim codes of practice (CoP, 2021; Ministry of Justice, 2023). I also ensured to follow objective one of the victim's code of practice (CoP, 2021) by ascertaining the victims preferred language of contact. As children had also witnessed the incidents disclosed, I ensured to complete a PPN for child concern, alongside the DASH referral to support agencies in line with Gwent Police policy.

As ongoing support and information is required, I provided my work contact details to the victim and to witnesses in case of request for further updates or any further information was to be disclosed by these individuals.

By following the Victim's code (Ministry of Justice, 2023) I have also adhered to policing values (CoP, 2020b). I have demonstrated Impartiality by ensuring to explore all possible avenues for intelligence and evidence, and integrity through keeping in touch and updating the victim at regular intervals. This also extends to equality and diversity with human rights, ensuring correct support and understanding is provided for the victim who is a single mother by completing relevant referrals to support agencies with their consent, demonstrating my understanding of the policing value of public service (CoP, 2020b).

Conclusion and Action Plan

In conclusion, during this investigation I have provided relevant support to the victim by ensuring adherence to the victim codes of practice (Ministry of Justice, 2023; CoP, 2021). I have utilised key skills in communication including active listening (NHS, 2021), to demonstrate key policing values such as integrity and public service (CoP, 2020b). Considering social issues and equality with the victim being a single mother has allowed me to provide ongoing support, with referrals to relevant supporting agencies completed through PPN and DASH forms with consent from the victim. This has demonstrated my ability to complete objective one of the victim codes of practice (CoP, 2021), ensuring that the victim understands the process of investigation and is understood by officers. I have also demonstrated this with confirmation sought on the language of choice for contact with the aggrieved.

Throughout the incident's investigation, I have utilised the NDM (CoP, 2014) to provide a framework for risk assessment and understanding of relevant powers and policies to ensure the smooth progress of the case. I understand how the victim-centred focus on policing applies directly to this incident and believe that my actions have supported the victim to feel empowered in the investigation. This has in turn allowed the victim to feel confident in reporting incidents to the police and to feel supported for potential future court attendance within the case.

1761 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** which you played a significant role with an offender/service user/victim and reflect on what happened.

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

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

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

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

In this essay I will critically assess my role during the attendance and investigation of an emergency call of 10 people fighting in a residential street, reflecting upon my use of the National Decision-Making Model (NDM) and the code of ethics (CoP, 2014), and their impacts on my freedom to decide between a range of potential actions (ICLR, 2023). To do so I will be utilising Gibbs Reflective Cycle (Gibbs, 1988, cited in University of Edinburgh, 2020). I will also critically review my responsibilities regarding the provision of CPIA (MoJ, 2015) when conducting the investigation.

My tutor and I attended the call and turned-on body worn cameras upon attendance at the scene, forming part of my responsibility as an officer under CPIA to ensure that an investigation is recorded in a durable or retrievable form (MoJ, 2015). Initially witnesses confirmed that involved persons had left so we completed an area search for individuals who had left the incident location prior to our arrival to ensure the highest chances of safeguarding those involved and retrieving investigation opportunities. We stopped an individual suspected to be involved, where I instructed the individual to place an open glass bottle of alcohol which was on their person on the ground to prevent potential harm to themselves or officers. This instruction supports the openness and respect elements of policing principles and the provision of lawful orders as a policing standard of behaviour within the Codes of Practice (CoP, 2014).

After assessing the situation for threats and risks with the individual stopped, I decided that my tutor would be at low risk of harm from this individual in line with the NDM (CoP, 2014), so I walked back to the incident scene independently to take first accounts from witnesses that had gathered on the street.

Upon arriving back at the scene, I completed an assessment of what information I could gather, with several witnesses on the street, clumps of hair on the pavement, and a vehicle parked at the side of the road with a large dent to its side. I used my discretion to speak with witnesses to ascertain what had happened. This was when I was made aware that a woman had been assaulted, as alongside the clumps of hair on the pavement, witnesses explained they had seen a woman dragged to the floor and punched in the head before going back into her house. At this point I utilised the NDM (CoP, 2014), I could see a light was on in the address with no movement and speaking to witnesses no-one had had any communication with the woman since the woman returned to their address. Witnesses also said it appeared that the woman was online on Facebook, however this may have been from logging on previously and not logging out. Assessing the risks of this situation, I believed there to be a genuine threat to life as the individual was witnessed being assaulted through punches to the head and there were clumps of hair believed to belong to this woman on the floor. Based on the available information at this time I was unaware if there was another individual in the house with the woman at this time or if she was alone in the address.

When exploring powers and policies available to me as part of the NDM (CoP, 2014) I considered S17 PACE 1984 power of entry to preserve life and limb (Legislation.Gov.Uk, 2023a), and identified several options and contingencies, including continuing to speak with witnesses for investigative purposes, requesting support from other officers, and attending the address to complete a welfare check. I decided to complete a welfare check on the individual by attending the address and attempted entry, however there was no answer at the front door. Whilst attempting access I contacted my tutor to inform them of the situation and they were still busy at the time with the individual stopped earlier. I believed at this time that assistance would be required to safeguard the individual in their address and to complete the relevant golden hour opportunities for the investigation, so I contacted other officers who were also on route to the emergency call initially. These officers were unable to assist as they had been stopped by an involved person on route to the incident. My tutor then contacted me to confirm units from another area were attending as back up. At this point I considered contingencies and went to the side door of the address and knocked, looked in the garden and through the windows, and called through the letterbox, to which I received no response. I also tried the handles on each door however both were locked, and I used a proportionate level of force as expected in policing professional standards of behaviour (CoP, 2014) to try and open the door with my bodyweight, but it would not open.

Witnesses stated at this point that the injured individual was unlikely to open the door if she knew that it was the Police, and as I knew that other officers were soon to be attending to support, I continued taking first accounts from several witnesses whilst keeping observations on the address. This ensured my duties and responsibilities in terms of safeguarding and investigative practice were fulfilled in accordance with policing code of ethics (CoP, 2014). I also asked a witness to message the victim on social media to see if she would respond - the female victim did not view the message or respond. The initial accounts from witnesses were recorded on my body worn camera and I also retrieved signed copies of the accounts on my electronic Pocket Notebook. This forms a durable and retrievable record of accounts, which refers to section 4.1 of CPIA (MoJ, 2015) and demonstrates potentially relevant information being recorded at the time it is obtained or as soon as practicable after that time, in line with my responsibility under 4.4 of CPIA (MoJ, 2015).

Whilst taking accounts a light went off at the address of the injured female, suggesting an individual was conscious in the address, therefore I re-attempted access to the address, however there was still no response. I returned to the witnesses and CCTV playback of the incident was shown to me. I recorded this on my body worn camera to fulfil responsibilities under 4.1 and 4.4 CPIA (MoJ, 2015).

Back up officers attended as I was still taking first accounts and I informed them of the address to complete further checks on the injured woman. The woman opened the door to other officers who completed relevant assessments on this individual. I believe the door was opened due to sustained knocking from multiple officers, however witnesses stated to me that upon knocking the door the injured female would be hiding drugs in her address before opening the door. As the safeguarding of the injured individual was in hand at this point, I re-assessed priorities using the NDM (CoP, 2014) and primarily focused on the criminal investigation, demonstrating my accountability under policing codes of ethics (CoP, 2014).

I identified and completed an initial account from the owner of the vehicle which had been damaged during the incident, providing support and guidance regarding the next steps, and signposting for if they had any questions regarding the investigation, demonstrating code of ethics elements of respect and integrity (CoP, 2014).

I took photos of damage to the car which occurred during the incident, a weapon which was used (plank of wood with nails in) and hair clumps at the scene, documenting these on my electronic pocket notebook. This follows responsibilities under 4.1 and 4.4 CPIA (MoJ, 2015), and demonstrates discretion in deciding what was relevant to the investigation. By doing this I also fulfilled the ability to retain material obtained in a criminal investigation which may be relevant to the investigation through photograph, videorecording, digital capture or other form, provided to officers under 5.1 CPIA (MoJ, 2015). Alongside photographing these items, I also assisted other officers in collecting the hair and plank of wood to seize and exhibit.

After these enquiries had been completed, I was taken by other officers to my tutor who was assisting with a male resisting arrest associated to the incident. I assisted with watching the arrested male in the back of the van before swapping out with the next shift. On my next shift I assisted in the interview of this arrested male from the occurrence, noting male responses and completing interview updates on relevant policing software to ensure a record is retained of investigative material following 5.1 CPIA (MoJ, 2015). I played a useful part in the initial investigation for this occurrence.

In conclusion I played a key role in the investigation for the offences relating to this call, including taking a first account off the owner of the vehicle damaged during the incident, completing an interview with the arrested individual who disclosed they had been victim to an assault during the incident, and by attempting multiple welfare checks at the address of a woman who witnesses stated had been attacked. I also retrieved first accounts from all witnesses and retained these on a durable form on my electronic pocket notebook in line with responsibilities under CPIA 4.1, 4.4 and 5.1 (MoJ, 2015), playing a significant role in engaging with service users. As part of this investigation, I also played a role with an offender, keeping observations on an arrested individual whilst escorting to custody and continuing by playing a supporting role in the interview of offender in custody.

Through my role in the attendance and investigation of this incident, I utilised the NDM model and codes of ethics to rationalise and support my decision making and discretion, by removing a potentially dangerous object from a stopped individual, attending the scene and witnesses to the incident independently, attempting to reduce risk of severe injury or death to an injured individual, and then focussing on investigatory priorities once the injured person was safeguarded. The risk assessment phase of the NDM (CoP, 2014) provided a key base for these decisions to be made alongside powers and policies such as S17 PACE 1984 power of entry (Legislation.Gov.Uk, 2023a), and codes of ethics ensured my accountability for these decisions were considered (CoP, 2014).

Throughout my involvement in the incident response and investigation, I also ensured to adhere to CPIA codes of practice. I recorded all potentially relevant information in a timely manner whilst being in a durable and retrievable form including my body worn camera recording and the use of my electronic pocket notebook to photograph relevant material and retrieve signed first accounts from witnesses (MoJ, 2015). This element can increase the length of time at an incident through writing accounts, however provides a strong level of information which can be utilised quickly for investigations as they progress.

In future occurrences, I will ensure to continue to use the NDM and code of ethics to inform my discretion and decision making, ensuring to record information as required by the CPIA whilst playing key roles with offenders and victims in my position as a Police Constable.

1853 words

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

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