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Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Developing Resilience and minimising stress is extremely important throughout life's adversities and within the workplace. In 2018/19 stress, depression or anxiety accounted for 44% of all workrelated ill health cases and 54% of all working days lost due to ill health. HSE (2019). However,

a small factor of stress can be proven to motivate one into learning and developing resilience. The notion of stress would not always act as a negative factor according to Palpaolomou- Doukakis et al. (2004)

This discussion will review and compare two coping strategies that I applied during my first six months training to minimise stress and develop resilience. A decision making model named SARA and the benefits of physical exercise and social interaction. The discussion will reflect upon these strategies, utilising the 'Gibbs model 1988' of reflective practice to conclude which coping strategy was most effective in improving resilience. "Stress refers to an individual's reaction to a disturbing factor in the environment. It is the result of a mismatch between the challenges experienced and belief in the ability to cope" D R G. KAVITHA, (2009). Coping is defined as thoughts and behaviours that people use to manage the internal and external demands of situations that are appraised as stressful (Lazarus & Folkman, 1984).

Following the initial two weeks being attested as a Police Constable, I found the most challenging aspect was learning and revising a vast amount of work from home. The atmosphere surrounding team members and staff towards the increasing COVID Pandemic was a feeling of uncertainty and instability. This essay will discuss how this model was used and what impact it had on minimising stress. In order to relieve the stress of revising the vast topics and passing the exam I believed implementing the SARA model would be beneficial in lowering my stress levels.

The SARA model is a police problem-solving technique that involves scanning, analysis, response, and assessment. As referred to by 'The College of policing' (2020) SARA model is there manage all problems, often used as a tool to reduce crime and disorder, especially issues that have an impact within the community. Identifying the root cause to a problem and reviewing the success at the end. I amended the model to suit my needs in the hope that it would minimise the stress of revision and develop resilience, conquering the tough aspects of the course.

Using the SARA **Scanning phase**, anxiety surrounding the exam and added stress from the pandemic were identified as main contributors to the high stress level. Anxiety can be described as, "Something felt, an unpleasant affective state or condition. This state was characterised by "all that is covered by the word 'nervousness'. Freud, (1924).

With the current COVID conditions in place the course was directed to work from home. As a result there was no interaction with staff or colleagues for support. Training involved a large amount of revision on various topics causing anxiety and stress.

The next phase involved the **analysing phase**. I was becoming more anxious and stressed due to the pressure of the new learning environment and quantity of revision. In attempt to reduce stress and relieve pressure, I decided to create a weekly timetable, splitting the topics over four days between the hours of 6pm-9pm to revise each topic.

The **response** phase identified that whilst I utilised the timetable, I continued to revise long hours and my level of social interaction had depleted. I was irritable and extremely tired. Following the exam the **Assessment** phase concluded that whilst I successfully passed my exam, I neglected my wellbeing. The revision timetable was a success in achieving an encouraging pass mark. However, I still felt overwhelmed.

In light of my results I achieved more self-assurance and optimism and started to further increase my resilience against the pressure. Once I accepted the factors out of my control I found it easier to adapt and began to develop a sense of determination.

Developing resilience has a positive impact within the roll of Police officer. Participation in a competitive sport, dancing, through my childhood also enabled me to develop a resilient mind-set. Competing in competitions strengthened the desire to achieve and “come back stronger”. Supported through research, “regular exercise including competitive sport to maintain their fitness and guard against the effect of stress- both of which make a significant contribution to an individual’s resilience quotient” (Jane Clarke, 2010)

The success of passing the exam improved my ability to maintain emotional resilience. “A resilient response to adversity engages the whole person, not just aspects of the person, in order to face, endure, overcome and possibly be transformed by the struggle” (Grotberg, 2003) “coming back rather than bouncing back”.

Utilising the Gibbs reflection model 1988, I was able to reflect upon my performance and therefore improve on my health and wellbeing. The Gibbs model identified positives and negatives, a positive feature includes passing the exam. The negatives included the pressures of revision and learning from home and the effects of the pandemic.

Mental and physical health are both important in maintaining a healthy lifestyle and impact on individuals differently. Part of overall wellbeing and is more than just the absence of mental illness. “It is a positive state of mind and body, underpinned by social and psychological wellbeing. It enables and supports good relationships, improved resilience, improved health, meaning, purpose and control. Department of Health” (2013)

Proven as a natural way to minimise stress I decided to take regular session riding on my E-bike at home. Aerobic exercise reduces the levels of stress hormones in the body, such as adrenaline and cortisol. It also stimulates the production of endorphins, chemicals in the brain that are the body’s natural painkillers and mood elevators. “Taking part in physical activity helps to increase the production of your brain’s feel-good neurotransmitters, endorphins which contribute to relieving your stress levels” (Louisa Valvano, 2018)

Once the lockdown regulations lifted and meeting with family was possible outdoors. The NHS guidelines supports the key importance of social interaction and the benefits on mental health. Research has proven one of the five steps to maintain well-being includes social connections with people. “Good relationships are key in gaining a sense of belonging and give us a support network to increase our emotional resilience and balance for a healthy lifestyle”. NHS Five steps to mental wellbeing, (2019)

A few weeks later, I noticed an improvement in how I felt and the headaches had decreased. I was able to maintain a balance between learning and maintaining my health and wellbeing. “For mental health outcomes, a wealth of evidence indicates that social support buffers the effects of stressful life events and helps to prevent the onset of psychiatric disorders, particularly depression” (Kawachi and Berkman, 2001).

I also took time out of revision to exercise on the E-Bike and jog with my friend. I also noted an improvement in my sleep and working from home became easier. My second exam took place around six weeks later. Harder than the first, I was not surprised when the result was lower. Despite the lower mark, I was pleased that I had passed my exam and my health and well-being had improved with the changes I had made. Comparing the two coping strategies it was clear that although the SARA model helped my revision I had neglected my mental health and wellbeing, and whilst both strategies came into play during my first six months, focusing on my health and wellbeing achieved a more successful impact in reducing my stress.

Upon reflection overall the first six months were difficult and challenging. This discussion has explored the main coping strategies used in order to minimise stress during the first 6 months of training to become a Police Constable. With the added pressure of the pandemic and the uncertainty of the initial training. The coping strategies discussed proved to be valuable in minimising stress. When comparing both strategies and with the support of research I conclude that the relevance of exercise and social interaction is key in strengthen each individual's resilience. It is clear that these methods minimised the new various stresses during this period, strengthening their mental stability in preparation to the next phase of training and future experiences in life as a whole. As Gibbs states in the quote below (1988);

"It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated and it is generalisations that allow new situations to be tackled effectively". Continual reflection and use of coping strategies are paramount within the role of a Police constable. In preparation for the next stage of learning I will utilise Burton's model 1970 of reflection, what? So what? Now what? Firstly remember the process and learn from the positives and negatives. Maintain health and wellbeing as the next stage will involve difficult situations in which can be distressing. Lastly remain open minded upholding standards of behaviour and resilient attitude towards academic learning and the pressure of work. Word Count-1525

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:

The police routinely respond and deal with incidents often involving conflict and aggression from members of the public. Various situations often put police officers in dangerous circumstances and their actions have an impact on public safety. A systematic review' (Mazerolle et al 2013) examined the impact of police-led interventions. It showed that police interactions with the public that have at least one ingredient of procedural justice are likely to increase public compliance, cooperation and satisfaction and help to reduce crime. Police officers' actions influence public perception and confidence. It is important that officers are well prepared and utilise training in communication skills and negotiation. These skills are necessary to resolve conflict situations safely and minimise the amount of force used where possible. College of policing (2019).

This discussion will critically assess a particular incident involving conflict, hostility and the decision making behind police officers' actions when dealing with a particular incident. With a view of discussing social and legislative context, reflect on the application and describe the rationale behind the use of force used during the incident. This incident occurred during my first few weeks on shift. As mentioned above, the role of a police officer involves conflict and it is vital that communication skills are utilised for the safety of officers and that of members of the public. During my first few weeks on shift as a Police Officer, I did not witness any conflict when attending incidents.

The following incident occurred on the 14th of October Around 11pm. A 999 call came through to the Public service centre a disturbance in the background. A female voice has shouted “Police I need police, he’s smashing my flat up”. Details of the incident developed as the caller was still on the line with the female. A description of the unfolding incident was dispatched via our Police airwaves radio within the northern sector requiring an immediate response. I responded to the call, stating I was code 5 (which means on my way) and made my way with another officer in a marked police vehicle. On route to the call, further information described how a possible ‘Pen knife’ was in the suspect’s possession. A further unit was close to the location and responded over the air to say they would also proceed to the address.

Although there was no information regarding the potential use or threat of the knife. The safety of the public and officers attending was paramount. Therefore, on my way there I began thinking about officer safety training regarding weapons. Using the national decision model to process and assess the information. Once we had arrived I utilised the dynamic risk assessment to assess the fluid incident and assess the risk posed. Taking control of the situation quickly and in the safest manner was the most important aspect. The investigation of the offences could take place when it was safe to do so.

Latest research taken by Police federation suggests there were 302,842 assaults using a deadly weapon on officer over the last twelve months. These figures estimate that an assault on a police officer happens every four minutes. Welfare survey data (2018). The Police federation campaigned for tougher sentences on offenders who assault emergency workers. On the 13th November 2018, the bill passed as Law, making it an offence to assault emergency workers, punishable up to twelve months in prison.

Upon arrival, officers observed two males outside the front garden of the address. The other unit arrived seconds before, and began approaching one of the men. Talking assertively the officer requested the male show his hands, he did so compliantly and officers detained him with handcuffs to the rear. This action was necessary and lawful under Section 1 of the Police and Criminal Evidence Act (PACE) 1984. Which outlines, “A police officer has the power to stop and search any person for prohibited articles, points and blades with which a person is going to be equipped to steal or cause damage”. College of policing (2016).

The second male appeared agitated, he stumbled towards myself and my colleague, shouting aggressively. He appeared under the influence, swearing and puffing his chest out in a hostile manner. I kept a safe distance from the male and identified myself as a police officer. Assessing the risk at all times through a dynamic risk assessment as the Incident was evolving. Keeping in mind my Situational awareness. This is paramount during every incident for officer’s safety due to the unpredictable nature. Situational awareness has been defined as the ability to perceive and process all potential threats in the environment. Andersen, J. & Gusstafsborg, H. (2016). The only persons present was the two males and police. This element a positive factor in this scenario as there was no distractions or influences from bystanders that could potentially escalate the situation.

I directed the male to show us his hands by shouting “Police show us your hands”. Looking in my direction he continued to swear, slurring his words and squinting. It became obvious that the male was drunk and communicating with him would be challenging. Communication may be defined as

occurring “whenever the behaviour of one individual (the sender) influences the behaviour of another individual (the receiver). Wilson (1979)

During the incident I had to use an alternative approach when communicating with the subject, I remained professional but spoke to him in an assertive way. I kept my body language calm and my slowed my voice down, speaking loudly and clearly to show authority without shouting. This is in accordance to the Betari’s Box theory, which relates to the notion that our attitudes and behaviour has an impact on the attitudes and behaviour of others around us. Therefore, it is important to be aware of body language when dealing with members of the public, Non-verbal’ account for 55% ,the verbal part (words) accounts for 7%, the vocal part (tone, dialect, accent) for 38%. Mind tools, (1996). We use body language without even being aware of it, constantly perceiving and interrupting others based on what they are demonstrating through actions and stance.

Once again, I directed the male to show both hands. He responded by shouting louder, this time stating he had not done anything wrong. The male became increasingly agitated and all though we had only been on scene a few minutes, Due to the nature of the call and the threat element of the potential knife, there was no time to continue communications with the male who was intoxicated and actively ignoring police requests. It was clear that we were police officers by identifying ourselves and wearing high fluorescent uniform and PPE.

Due to the lack of cooperation in these few seconds and the immediate requirement to gain control, Officers changed tactics. My colleague who was carrying a Taser shouted at the male “Police with a Taser show me your hands NOW!” The male slowly lifted his left arm up into the air. However, his right hand was still in his pocket. I shouted to the male “Take your hand out of your pocket”. At this point, my colleague aimed the red dot onto the male’s chest and shouted, “You have the Taser on you, do it now!” I directly pointed at the male and stated “Listen now, If you comply the officer will drop the Taser; we need to make sure you haven’t got anything on you that could hurt us or you. The male lifted both hands in the air said in a calm way, “I haven’t got anything on me”.

I approached the male and explained why I was handcuffing him to the rear. I then detained him for a search under Section 1 of (PACE). Police officers with the power to stop and search any person, vehicle, or anything, which is in or on a vehicle, for stolen or prohibited articles, points and blades, or fireworks. Prohibited articles include offensive weapons and articles with which a person is going equipped to steal or cause criminal damage. Section 1(2)(b) gives the accompanying power to detain individuals and vehicles for the purpose of conducting a search. Section 1(3) specifies that the power only applies where the officer has reasonable grounds to suspect that the relevant article will be found. Under force policy, wherever possible same sex searches take place. Therefore, my colleague continued with the search of the male. The male did not have anything on his person and calmly sat down on the wall chatting to officers.

With the situation under control, I proceeded to the house to speak with the reporting person to establish what had happened. The Victim explained how she had been smoking crack and drinking throughout the day with the male before the incident. Upon viewing the flat, it was clear that items had been strewn everywhere. A dinning chair was broken in several places and the TV knocked over. The kitchen, covered with rubbish and a purple coloured liquid splashed over the walls. The victim alleged that there was no reason for the offender to act the way he had, although it was

clear to officers that both were under the influence of alcohol and possibly drugs based on previous Intelligence on the police system called NICHE.

Due to the information gathered, the male responsible was subsequently arrested for Criminal Damage under section 1 Criminal damage Act 1971. Under this section, it is an offence under the act for a person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged, shall be guilty of an offence.

The aim of this section is to explain the decision process behind the arrest and to determine whether the use of force applied was necessary during this encounter. Critically evaluating theories and models that support causes of conflict within policing interventions and how this compared to this scenario. The arrest was essential, in terms of protecting the victim, and preventing further loss or damage to any other property. This arrest was lawful under the Police and Criminal Evidence Act 1984 Code G, this Code of Practice deals with the statutory power of police to arrest a person who is involved, or suspected of being involved, in a criminal offence.

The necessity on this occasion allowed officers to use the power of arrest without warrant any individual for the purposes of protecting a vulnerable person or a child and to allow for a prompt and effective investigation of the damage. PACE, (1984). The use of force with applying handcuffs was lawful under section 117 of PACE, Ensuring the safety of officers and members of the public.

Due to the intoxicated state and manner in which the suspect displayed themselves, it was not appropriate to discuss the incident. As a part of honesty and integrity, I reminded the suspect that he was under caution, to warn him about disclosing anything relating to the allegation made against him. I attempted to calm him down by talking to him and reassuring him that he will get his chance to explain his side of the story in interview. I used this friendly approach as a negotiation tool to de-escalate the situation and the more I explained the process, altering my communication style, the calmer the male become.

Officers then conveyed the suspect to custody, I returned to the station to update the incident on our police system, filling out relevant documents to support the investigation and use of force form. A use of force form is required following any intervention from an officer, including handcuffing. I also completed the relevant forms for the victim and referred her to victim support, for the victim to discuss any further support she may require.

Although the male was initially, verbally aggressive and insulting towards officers. I remained calm and professional thinking of the values and police standards that as officers we should hold. These standards derive from the code of ethics, including accountability, honesty and respect.

These principles are imperative for the role of a Police officer and affect how the public perceive Police. The Public perception of the police is consider as an important factor throughout the organisation. Officers should adhere to these standards, to maintain public trust and confidence. Especially since the recommendations of Lord Scarman's 1981 report. Since 1983 there has been substantial training and effort on equal opportunities and community and Race relations.

Having defined the incident that took place, explaining the justification behind the use of force and arrest, this section aims to reflect on the actions and outcome of this particular experience. Effective communication is the main responsibility of an officer and plays an important role in defusing conflict. When dealing with the members of the public, the way in which the police communicate has a large impact on the receivers. The interaction often determines a negative or positive experience for both officers and the recipient. There are multiple communications tools, one the police utilise is the "5 Step Appeal" – Simple, Reasoned, Personal, Final, Action (Final: 'Is there anything I can reasonably do to make you co-operate with me/us?'). This model is utilised in most scenarios without the officer consciously knowing. However, on this occasion, I was not willing to spend time on negotiating due impact factors such as the knife and the intoxicated state of the suspect.

Discussing this incident with my colleagues afterwards, highlighted the risk of a possible weapon if the penknife was present and the aspect of 'what if' the suspect did not comply with officers. Taser deployment would have been necessary and force applied. Actions may have resulted in injury to officers and the suspect would almost certainly perceive the police in a negative way. Also emphasising the requirement of full PPE, including our stab vest, Taser and Spray to protect ourselves.

To understand the reasons behind how people behave I will explore models of behaviour. Two of these include Betari's box and the Drama triangle. As mentioned previously in this discussion, Betari's box shows that attitudes and behaviour effect the attitude and behaviour of the receiver. Each interaction with an individual will shape perceptions and views on the police as a whole. Officers are encouraged through training not to judge or hold certain bias towards individuals. Our duty remains as investigators, to provide evidence to the court. Although in contrast this is sometimes difficult and the emotional side of the brain influences our preconceptions.

Upon reflection it is worth bearing in mind that the suspect in this incident may have encountered a negative interaction with police officers previously. Therefore, during this incident the male may have been reactive towards officers through a preconceived idea that all officers are the same. However, in contrary to this point it may have been an effect of the alcohol or the set values of disagreeing with law enforcement from upbringing and personal view. Our second model of understanding the behavior can also support our debate. "The drama triangle", Conceived by Stephen Karpman, Is described as "a social model of human interaction" (Johnson 2015). In the dynamic of the drama triangle, every conflict scenario requires a person adopting the Victim role, because Victims receive blame from the Persecutor and help from the Rescuer (Karpman, 1968). In the scenario discussed, it is clear that the evidence is supportive of communication tools and behaviour models help support officers in communicating and engaging.

Reflecting upon the actions and results after each incident helps process the negatives and positives of performance and development. A stern approach is sometimes required to achieve compliance. In conclusion, it is important to keep in mind how people perceive the police and how each encounter influences perceptions, often effecting the way in which people conduct themselves. Using the National decision model to risk assess a fluid incident remains critical in in situations such as the one described above. I will continue to consider officer safety when attending calls and always reflect on my actions to enable an improved response next time.

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:

Officers deal with numerous incidents with varying factors. Sometimes incidents occur whereby the cultural norm or language of that person differs from British values. As a growing diverse country, it is important that officers deal with such incidents with care and understanding. The following discussion will highlight an incident in which I played a significant part in. Covering the social and legislative contexts, outlining the responsibilities and procedures for victim support, and adhering to policing values.

Mid-morning on the 20th of October 2020 I attended a call with a colleague regarding a concern for a female. Graded as an emergency response, myself and another colleague made our way to the location described. Initial details stated "My daughter needs help she is not well she needs help with her mental health, she's standing over the banking to a river". Whilst on route to the location further information regarding the incident was passed via airwaves stating the female had returned to the address with her brother, who has managed to calm her down.

As we arrived at the address and entered the living room and discovered a young female in her mid-twenties sitting down on a chair looking very distressed and upset.

Using simple and direct questions I asked the victim in simple language to establish if she was injured and required medical attention. During this stage of our attendance, the safety of the female was most important as we did not know if she had harmed herself. The female said she did not require an ambulance and did not have any injuries. I asked the female what had happened today. The female was still upset and clearly distraught therefore her mother started to explain why she was so upset.

Upon speaking with her mother, it became apparent that the victim left her husband two days prior with her two children and moved into a family home that was unoccupied. This was following an argument she had with her husband which subsequently led to him pinning her to the bed and strangling her. This caused redness and swelling to the side of her neck. During the next twenty to thirty minutes, the victim disclosed 6 years of emotional and physical abuse from her husband on various occasions.

Following the disclosure of the most recent assault and the background of their relationship, it was understandable why the victim was suffering poor mental health. Upon gathering all the information available, it was clear that an offence of Actual bodily harm through Domestic violence and possible offences under the Serious Crime act 2015, Section 76, Controlling or coercive behaviour in an intimate or family relationship had been committed. The CPS outlines that Domestic abuse/ violence is "Any incident or pattern of incidents of controlling coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members". Examples of abuse can include; Psychological, physical, sexual, financial and emotional. CPS, 2020

Domestic violence and abuse guidance referred to in the "victim's code" outlines the important duty for officers to investigate the incident further and safeguard the victim and her children. The victim was reluctant to reveal any specific details regarding the recent incident. However, she did state "I just can't cope with it all anymore". She also alleged her husband had stopped her going out and would often put her down about her appearance. The female was pale and very thin, clearly from the effects of living with the daily abuse.

The incident that occurred 48 hours prior to the victim moving out, involved the husband grabbing the victim around the neck and pinning her to the bed following an argument. The female then packed her belongings and left with the house with her two young children. The mother of the victim also disclosed that since the incident the husband has been seen by family members standing outside the mothers address and watching from the street at the victim's temporary home.

Further lengthy discussion exposed coercive and controlling behaviour, which was often witnessed by the older child. The victim stated how she no longer works due to the fact that a few years previous her husband turned up during her shift and accused her of cheating with a member of staff. She also stated to officers "My job now is to do everything for him, anything he asks and look after the children, I can only see my friend if he's at home and he doesn't like my family I don't have a choice with anything".

Officers communicated with the victim in a soft sincere manner in a conscious effort to gain her trust and confidence. She was very frightened of repercussions from her husband's family and appeared to be very withdrawn. The victim was reluctant to give details and stated "If I tell you anymore I will end up in a body bag". I explained to the victim that as officers, we would safe guard her by implementing conditions on the offender.

Through asking open and closed questions such as the five WH'S, where, what, when, why, who and how, I was able to retrieve information about the husbands family and their characters. Most importantly I did not interrupt when she was speaking and gave signals such as eye contact and nodding of the head when she started talking. Effective listening is a great tool and one that should be considered when speaking with victims for them to trust that your there to help and show empathy. Listening is not the same as hearing. While hearing is a physiological process, listening is a conscious process that requires us to be mental attentive (Low &Sonntag, 2013).

I later established that the husband and his family was of Romanian heritage. Their cultural values differ from the UK and certain moral values mean aspects of offences are not seen as against the

law in Romania. The social norm in Romanian culture is that the man is very much in control and can punish the wife if she hasn't done something correctly. In most recent years campaigners have passed laws surrounding domestic violence. However, the sentences still remain low and cultural views are still difficult to break.

A study by 'making a link' 2012, showed many Romanian women are raised on the idea that a married women must please her husband and do anything he expects of her, that is why Marital rape is seen by most women, not part of physical abuse.

The victim explained that his family insist she must do everything the male asks of her. If it is not done then she is classed as lazy and useless. Although I understood the importance of understanding Romanian cultural values, these views were the main impact factor preventing the victim from assisting with a complaint in order to start the prosecution process.

The victim had been isolated from her family and friends and would accept the blame and punishment believing she was in the wrong. Whilst it is important to remain open minded about the cultural differences within the role of police officer. In British law the above is an offence and due to the information it was my duty as a police officer to safeguard the victim the best I could. I explained to the victim that we needed to safeguard her and the children from further harm or exposure to violence.

Although there was no mention of the husband harming the children. They had often witnessed the abuse and heard the arguments. Abuse within the household can have a detrimental effect on young children. Adverse childhood experiences (ACEs) are stressful events during childhood that can have a profound impact on an individual's present and future health (Section 1.3). Growing up in the face of such adversities is recognised as an important public health concern in Wales and internationally (Welsh Government, 2017a; World Health Organization [WHO], 2014)

In order to safeguard an agreement was sought for her to stay with her mother in another borough until she could find permanent residence. Although the husband was aware of her mother's address it was a safer option as the victim would always be in the presence of family members. Using the National decision model framework, I began to think of the evidence and the chance of prosecution. Due to reluctance and fear, the victim was unwilling to providing a statement. I therefore began to consider the suitability for a victimless prosecution.

In these types of circumstances where the victim is not willing to support a prosecution the Crown Prosecution Service will consider the public interest and the independent evidence which meets the evidential stage. "Careful consideration should be given to public interest factors, including the interests and safety of the complainant, other family members and any children or other dependants". Crown Prosecution Service (2020)

Before I explained the above option, I continued to give the victim all the relevant information. Detailing step by step the process of firstly taking statements in comfortable environment along with witness statements. Then conducting enquiries surrounding the most recent strangling incident, possibility of photos on her neck and house to house enquiries to ascertain if any neighbours heard the disturbance.

Most importantly I reassured the victim that her husband would be arrested and kept away from her. Where an offence has been committed in relation to domestic abuse, an arrest will normally be 'necessary' within the terms of the Police and Criminal Evidence act 1984 (PACE) to protect a child or vulnerable person, preventing the suspect causing injury or criminal damage and/or allow for the prompt and effective investigation of the offence. College of policing (2015).

I also informed the victim the process of arrest and bail conditions such as;

- Not to contact victim or family directly or indirectly.
- Not to attend the address of victim or enter a specific area.
- Not to interfere with any potential witnesses.

Breaching these conditions would lead to arrest and remand in prison. If the family persistently harassed the victim, I informed her that a restraining order may also be possible. The victim still remained unsure on her decision to make a complaint. However, she was encouraged by the fact safeguarding measures would be implemented for her safety.

Part of my role as a police officer is to engaged with the victim and reassure. I explained that should the case end up at court, there would be help and support available. Guidance outline by the "Victim's Code" applies to all criminal justice agencies. Victims are entitled to receive services under the Victims' Code if they have made an allegation that they have directly experienced criminal conduct to the police or had an allegation made on their behalf. Victim's code. Gov.uk (2015)

Established by the Domestic Violence, crime and Victims Act 2004 and came into effect in 2006. I also explained how there would be "special measures put in place", if in the event she would need to attend court this could be done by video link or with screening to prevent the offender seeing her.

South Wales Police force policy and procedure incorporates as a mechanism to achieve the correct standard when dealing with domestic violence and abuse. Always considerate of Policing values I made sure I was impartial, making fair and objective decisions using the best available evidence. I enabled the victim to have equal access to services and information.

I informed the victim that I would fill in various forms, including documents such as Public Protection Notices, victim focus referrals and "Police watch" Patrols conducted by Police Community Support Officers to show a police presence around her house and school.

Providing support to each victim is extremely important and often helps women in these circumstances feel more at ease about the situation. I explained that all of the support mentioned would be available, regardless of any court procedure or outcome. The victim was accepting of this support and consented to her information being shared through documentation.

Overall the information gathered from this incident contributes towards a risk assessment form. This involves DASH questionnaire, Domestic Abuse Stalking and Harassment assessment. From previous knowledge I knew the victim would be classed as high risk due to the element of strangulation. The DASH form is then sent to partner agencies who would also conduct their own

risk assessment and a meeting would be scheduled to discuss the victim's situation. For example Multi agency Risk Assessment Conferences (MARACS) and MAPPAs or MASH, Multi agency safeguarding hubs. Finally I explained how agencies such as Women's aid would be available for her to speak to for extra support. This was a free services accessible over the phone and is separate too the police investigation.

The victim appeared overwhelmed by all the information. Upon reflection I believe it would have been more beneficial to sit in a quiet room one to one to allow her to digest everything. The victim had already made the huge decision to leave the suspect. I spent two and a half hours with the victim remaining calm and patient, encouraging and reassuring her. The victim still appeared drained and upset however she now understood the process and seriousness in investigating Domestic Abuse.

I believe I provided all relevant details for the victim to make an informed decision. Although she was still reluctant to make a statement or allow me to photograph the swelling on her neck, it was agreed that police would return to her mother's address later on in the evening once the victim had time to think on her decision. Once I returned back to the station I made arrangements for officers working from that sector to attend.

While the goal of gathering all possible golden hour evidence was not achieved. Using Gibbs reflective cycle, I felt accomplished in the acknowledgment that we used our time wisely in gaining the victims trust. Encouraging her to safeguard herself at her mothers and utilise support services. Our actions and patience allowed the victim to feel comfortable in disclosing information and opened the window of opportunity to make a difference to this women's life. I upheld policing values such as providing good Public service, integrity in line with code of ethics. My reflection on this incident and discussion with colleagues also improved my learning and confidence. Remaining open and honest about my areas for development.

Word Count-2397

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.

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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:

This discussion will critically assess an incident that I was involved in during the month of September 2020. Outlining social and legislative contexts and reflecting on the use of the National Decision Model throughout the process. The essay will evaluate the decision making process conducted and determine the responsibilities with regards to the provision of the Criminal Procedure and Investigation Act 1996.

On September 26th 2020 a person reported an incident whereby he alleged he was assaulted by a customer at Dominos car park. The call had initially been reported just after it occurred however the suspect then left the area in an unknown vehicle and the call was downgraded from an immediate to a scheduled response, as no injury occurred. Once I arrived on shift later that afternoon I was tasked to speak with the reporting person to ascertain further details.

Upon speaking with the reporting person over the phone, an agreement was made to attend the station the following day as he was now in work. In his first account the reporting person described the following events. "I was returning from a delivery when I noticed a drunk male who I do not know urinating on the side of the dominos building. Upon passing the male to enter the side door of the premises I asked the male why, why are you doing that here?" The male responded with verbal abuse and threatening behaviour, shouting and swearing at me, saying "he was going to hit me clean out".

The reporting person then stated he ignored the male and entered the store to collect another delivery. Approximately five minutes later the reporting person exited the front of the store to walk towards his car when the same male who was now the other side of the carpark, turned and walked back in a threatening quick manner. The reporting person states the drunk male then assaulted him by punching him to the face a few times.

Common Assault defined under S.39 of Criminal Justice Act 1988- an assault is any intentional or reckless act which causes a person to apprehend immediate unlawful force or personal violence. The *Mens Rea* (guilty mind) of a common assault is that the Defendant either intentionally or

recklessly causes the victim to fear some degree of contact or violence. In the case R v. Ireland it was determined that a common assault can occur without verbal warning or action.

The investigation procedure for the offence of assault is to conduct all golden hour enquires to ascertain the circumstances and gather evidence. On this occasion there were other members of staff who witnessed the incident although the main priority was viewing the CCTV footage captured on the building. I conducted some enquires and sent the following form, "Request to external organisation for the disclosure of personal data to the police" under schedule 2 part 2 of the Data Protection Act 2018 and GDPR Article 6(1)(d), to the head office.

Other golden hour enquires that may be conducted within an investigation are house to house and witness statements. The CCTV I requested arrived via email later that afternoon and therefore that was my first priority. Upon viewing the footage, there were a few discrepancies in the actions of the alleged victim. The footage from the camera situated at the front of the building looking over the carpark, shows the reporting person leave the front of the store with a delivery heading in the direction of the car. As he begins walking, the Male accused and his partner both look in the direction of the male. The footage did not have audio, however it would appear that they heard something making them turn around to look.

Both men walked towards each other and faced up. The reporting person is much taller than the male, they both pause and look at each other. The Reporting person then placed the pizza boxes on the floor and removes his mask. Standing back upright the male subject takes a loose and uncoordinated swing at the reporting person, the motion causes him to stumble, and simultaneously the reporting person blocks this swing and pushes him away with both hands.

Clearly intoxicated the male stumbles backwards hitting a cone and falling onto the floor. The male quickly bounces back onto his feet and advances towards the other. At this stage there was some pushing and advances made by both males. Until staff intervened. The reporting person stood in a ready stance with fists clenched awaiting the male to make another swing. Staff members managed to diffuse the situation and the male left with his partner. The common law approach as expressed in *Palmer v R* is also relevant to the application of section 3 Criminal Law Act 1967, "A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large."

In this instance the first contact whereby the reporting person pushes the subject away as he swings at him would account for an action self-defence under the act. However, the reporting person then continues in an argument (that cannot be heard on CCTV) and also engages in conflict with clenched fists and a "fighting stance". I discussed the whole incident with the reporting person and stated clarification was needed with his version of events. The male was at first surprised that I was challenging him. However, after showing him the footage and explaining the definition and behaviour. The reporting person stated that he just wanted the male spoken to about his behaviour that he deemed threatening and to quash any tension to reduce the risk of reoccurrence.

In this section I will discuss the investigation, considering all options and the use of discretion. The national decision model also known as NDM is a framework that police Officers should adhere too. Working in line with the decision process allows officers to achieve an end goal weighing up the best option on how to deal with certain incidents. The NDM is based around the police force mission statement and its core values when completing each of the stages. College of Policing (2013). Six

elements surround the code of ethics at the centre. Each component provides the user with an area for focus and consideration.

Accountability – You are answerable for your decisions, actions and omissions

Fairness – You treat people fairly

Honesty – You are truthful and trustworthy

Integrity – You always do the right thing

Leadership – You lead by good example

Objectivity – You make choices on evidence and your best professional judgement

Openness – You are open and transparent in your actions and decisions

Respect – You treat everyone with respect

Selflessness – You act in the public interest

These standards originate from the Police conduct regulations 2012 and should always be at the forefront of police officers minds when carrying out their role. Many incidents require the use of decision making within the role of police officers. Often the quick decisions unfold unconsciously. The NDM is used at various points when responding to a fluid event. Allowing us to risk assess the situation through dynamic risk assessment.

The first part of the NDM allows officers to gather all relevant information and intelligence related to the particular incident. On this occasion I had received the first account, identified possible witnesses and retrieved CCTV footage showing the incident. Other information and intelligence gathering available to officers is the use of NICHE the police system that keeps a record of all persons involved in an incident crime or other. Colleagues may also be able to provide a background of someone's character based on their involvement previously.

With this in mind I moved on to the second phase of the model to assess threat and risk to develop a working strategy. Neither men involved knew the other and based on where they lived the chance of meeting again remained low. The one male was clearly intoxicated and would possibly not recall the incident. The altercation did not result in any injury and the offence that would be more suited would actually result in affray by both men.

At the time of the incident the reporting person did not remain inside the building for the subject to leave or ring the police to report a threat of harm. As described by the reporting person the "threat" he deemed was forthcoming, however he did not make the appropriate decision to walk back in to the building or to walk around the carpark in the other direction in order to remove himself. He remained at the location and interacted with the male standing extremely close in an intimidating manner. A manager also told the drunk male he was no longer welcome due to his attitude towards staff, therefore the male had no reason to return, also reducing the risk of further conflict.

Next, I considered my powers and policies in line with the NDM. Originally there was a line of enquiry for common assault, however upon viewing the footage it was clear that the reporting person did not try to avoid conflict, and with the advantage of being considerably taller than the other male who was very intoxicated and could not keep steady. With his own admission the reporting person stated he clenched his fists ready to fight back and did not make the decision to wait inside or call the police.

This incident was tasked to me the next day to investigate and therefore there was no necessity to arrest the subject due to the lapse in time. Once all the evidence, mainly the CCTV footage was gathered and processed it was clear that the evidential for prosecution was absent. Taking into account all relevant evidence and information available the third part of the NDM was to identify options suitable. I decided the most appropriate route of dealing with the incident was by way of Restorative Justice, known as RJ.

RJ is a form of resolution without the need to go through the court procedure.

Reliant on two things

- Admission by the subject that his behaviour was unacceptable.
- Signature and agreement by both parties in my electronic pocket notebook.

On some occasions it may be suitable for an apology to be written or a meeting to be held with an officer acting as an intermediary. This process is often conducted to prevent ongoing neighbour disputes. The RJ will show on the police system as recorded, however does not affect the person on their criminal record. The benefits of RJ contribute towards a quicker outcome, it is less cost effective on the judicial system and when both parties agree the process allows the satisfaction of admission and an apology. I explained this option to the reporting person and in light of the circumstances he agreed he did not want to go through court, he just wanted the matter quashed and reassurance that no harm would come to him whilst working at Dominoes.

The Criminal Procedure and Investigation act 1996 explains, a criminal investigation is an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it (S. 23(1)) Codes of Practice. As outlined by the CPIA investigating each offence on their own merit is important in order to achieve all the facts. Once the investigation has been made under the CPIA guidelines it is our duty to record and retain all information relevant to the offence. The CCTV footage was saved to the occurrence and all forms including MG11 witness account added. In comparison, if the facts and evidence in this incident contributed to an offence, all the information gathered and the continuation of the investigation would have been carried out and submitted to the Crown prosecution service for a charging decision.

Another note to consider is that although the incident did not amount to an offence of assault, during an investigation officers must record and retain material correctly. Paragraph 2.1 of the Code of Practice issued under s 23(1) of the Criminal Procedure and Investigations Act 1996 (CPIA) defines material as: "Material of any kind, including information and objects, which is obtained in the course of a criminal investigation and which may be relevant to the investigation; Material may be relevant to an investigation if it appears to an investigator, or to the officer in charge of an investigation, or to the disclosure officer, that it has some bearing on any offence under investigation, or on the surrounding circumstances of the case, unless it is incapable of having any impact on the case".

Managing all relevant information for each incident is key when investigating any incident and include victims, offenders, statements and CCTV footage.

Once all the evidence is gathered it can be processed into a case file. Although this incident did not require such it is imperative that officers conduct investigations correctly with transparency. Failure to accurately investigate could hinder court proceedings, breach data protection or put the victim at safeguarding risks. Throughout the process of investigations Police officers must remain accountable for their actions and refrain from holding any bias towards individuals and uphold integrity as a standard of behaviour. 'Having integrity means that police officers genuinely accept the values and moral standards of policing as they are espoused. They consistently act, out of their own will, in accordance with those values, standards and virtues, even in the face of external pressures'. Pagon (2004:96).

Bias within the police has also been an issue, within the force and the way officers develop prejudice. Since the Macpherson Report (1999), there has been pressure on the police to increase representation from minority ethnic, female, and gay and lesbian groups. Although the British Police have recently recruited greater numbers of minority police officers, they still remain vastly outnumbered by their white, heterosexual, male counterparts. On the face of it, the new working climate in the police is based on standards, which are free from discrimination, bias and prejudice, and includes paths of recourse for those who fail to achieve the desired level of professionalism (Smith et al. 2015). Training provides a much broader understanding of how our bias and integrity effects each contact. Regardless of ethnicity or gender the same option would have been applied to a similar scenario.

Upon reflection this discussion shows the importance of utilising the NDM and upholding standards in line with the CPIA and code of ethics. Conducting my role as a Police officer, investigating incidents and resolving them using the restorative approach has benefits for all involved. Guidance such as the CPIA and the Codes of practice should continually support the investigating role. I will continue you to abide by the standards within the code of ethics and refrain from bias to succeed in my role, providing transparency and strengthen accountability and integral work.

Word Count -2500

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
The continual use of reflection models such as Gibbs, following incidents within work and reflecting on academic work.	Utilise the tool to reflect on achievements and to develop knowledge following an incident.	Colleagues / my tutor can help with reflection as they can support learning and also praise the good actions.	Throughout my probation will aid learning. Utilising reflection models throughout my career will maintain development and aid success.
Time Management when completing academic work	Setting a time table or target for completing each assignment. The difficulty is balancing essay writing with work and giving my mind a rest. Essay writing is not a strength of mine and with essential only 3 days off following the last night shift there is a high amount of pressure with deadlines.	Colleagues, some who have been through University help and provide reassurance. Family also remind me to balance out work and essay writing as during my initial 6months training I was extremely stressed.	Throughout the university course (Year and four months)

Include relevant sources and expand my reading to gain broader knowledge on the discussion	Ensure that academic reading takes place in the planning stage and make sure sources are used to support any topics discussed within my work. Pointed out in feedback from draft.	University staff. I will send more of my work as a draft in the next workbook and try and use library content more.	Now until the completion of next workbook.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
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Task 6 Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module.

Signing it is equivalent to 500 words towards the overall wordcount. I confirm that I am progressing with the

Occupational Competency Portfolio (OCP) in accordance to

the regulations. Signed: R. Hayd (Learner,
Electronic signature or type name) Date: 29.11.2020

