

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/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 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

During this essay, I will be discussing what I have learnt with respect of coping strategies, with the aim of developing resilience and what I have done to minimise stress. This is based on the initial six months of training to become a Police Constable. I will be aiming to discuss and compare these coping strategies to identify if there are any similarities between them and I will be using the Bortons "Model of Reflection" (Borton, 1970) to assist me in identifying the above. The first element of the Bortons reflection model is "What?" which can assist me in identifying the importance of managing stress and developing resilience. The second stage is "So what?" This is where I will be able to detail the methods used to manage stress during the six months training. This would be based on not just mental strength, but also how this affected me psychologically and physically. The third and last stage is "Now what?". This is the stage where I will be able to evaluate and reflect on the coping strategies discussed. This will provide me with the opportunity to reflect on "What went well?" and "Even better if?". This reflection would then provide me with the opportunity to identify 'What Went Well?' and the 'Even Better If' stage will enable me to identify areas to develop my own knowledge and experiences.

The word stress can be defined as "any strain, pressure, or force applied to a system" (Selye, 1974, p.3). The above definition is relevant in relation to policing as it can be an incredibly challenging and stressful job on times with stress having a severe impact on your well-being through both mentally and physically.

The word resilience can be defined as a "Personal quality" and can be a "Adaptive stress resistant personal quality" (Ahern et al, 2008, p32). The word resilience is something that as a Police Constable this would come in abundance as you would require resilience for the day to day needs and expectations as it can be a very stressful job at times, especially when you have calls to update even when there are outstanding emergency calls to be actioned and certain targets to be met.

In terms of policing, both stress and resilience come hand in hand, as the policing profession is a very demanding role, with a lot of expectation of you as a Police Constable, not only to protect and serve the members of the public for the area that you police, but also the wider impact on serving your King and Country.

During my six months of initial training, I utilised three key elements for coping strategies, that were beneficial to myself to help manage stress and resilience. Here is where I discuss the second stage of the 'Bortons Reflection Model' which is the "So what?" stage. This is where I can explain what worked well for me to be able to tackle stress and resilience in the workplace.

The first element of a coping strategy that I used during the initial six months training was exercise. I attended the gym at least three times a week, mainly concentrating on cardiovascular by using the tread mill, rowing machine, spin bike and attended circuit training classes. According to the NHS;

Research shows that physical activity can also boost self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress, clinical depression, dementia and Alzheimer's disease. (NHS, 2021)

I also went swimming at least once a week, which is also a great aid to maintain the cardiovascular and can also assist in reducing blood pressure.

The second element of coping strategies that I used which coincides with exercise is a balanced diet. Concentrating on four specific meals a day and to consume plenty of water to prevent becoming dehydrated, where I based this on a ten on and four off day period. As discovered in the British Nutrition Foundation,

It is difficult to lose weight just by getting more active and it is still important to control your calorie intake for weight control. The most effective weight programmes include both a controlled diet and increased physical activity. It is also important to be active to keep weight off after weight loss.

(British Nutrition Foundation, 2020).

On reflection with what was discussed above, with the continued use of exercise and a balanced diet where I achieved a weight loss of three stone, I was able to complete the mandatory bleep test (5.4 on shuttle run) and the Occupational Safety Training with ease during the 6 months training.

The third and final element of the coping strategy to develop resilience and minimise stress was by playing music. Music has been in my family for many years, where from a young age I have learnt the piano and drum kit to a high standard. After a stressful day in training, I would often find myself in my music room at home on the piano, playing various types of music where I would find myself reflecting on how I felt from that day. i.e. harsh and dissonant music to happy and melodic music. I find music is a great way of expressing your thoughts and feelings. I also record my own songs whilst playing the piano from time to time and then play the music back to myself. This gives me a great sense of achievement, as this can provide detail as to what emotions I was feeling at the time, by being able to express my own thoughts and feelings through song. Music is also a good way to relieve stress but can also become an exhaustive task if played for too long. Music can also have a positive mental impact on your thoughts and actions as it "has proved effective for stress management and for improving overall well-being" (Casey, 2013; Thayer et al,1994).

To conclude, I will discuss the third and final stage of the 'Bortons Reflection Model' namely, "What went well?". I believe that if you compare both forms of coping strategies to develop resilience and minimise stress, all exercises such as going to the gym, swimming and playing music at leisure, are all quite similar. As Larbi states, "Music provides a clinically significant boost to mental health. And what's more, that boost may be equal to the improvement we get from exercise" (Larbi,2023). Having completed the initial six months of training, I aim to continue going to the gym and playing music, which will only benefit my own well-being by minimising stress levels and to become more resilient. This can then assist me in ensuring that I can provide the best service to the members of the public as possible and that it will assist me in knowing that I am fit for the job that is required of me.

Word Count: 1048

Task 2

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

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

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

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

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

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

ANSWER:

The information below is where I will be discussing and assessing a policing incident involving conflict. Conflict can be described as “a condition or state of human interaction in which there is disharmony or a perceived difference in interests, needs or goals” (Bhasin, 2023). I will be aiming to critically assess the incident, where I can discuss if the communication skills used was effective? Also, to evaluate the incident, where I can identify if a positive outcome was achieved and to reflect upon my actions within the incident to identify any areas for development. For this reason, I will be using the ‘Gibbs Model of Reflection’ (Gibbs, 1988) to assist me in achieving the above. The first element of the ‘Gibbs Model of Reflection’ is the description of the incident. The second element is feelings where I will be able to explain people’s thoughts about the experience. The third element is evaluation where I will be able to evaluate what happened. The fourth element is analysis where I will be able to analyse the situation and the fifth and final element of the ‘Gibbs Model of Reflection’ is the action plan, where I will be able to reflect upon the incident and identify the areas for development, where I will be able to utilise these in future incidents similar to this one.

I first became aware of this incident during briefing for a night shift, where I was asked to relieve colleagues of mine who were on a two to one with a male suspect at a local hospital, who was receiving treatment for a drug overdose and injuries sustained from fighting. On arrival at the hospital with a colleague of mine, we received the handover details from officers for the male where it was disclosed that the male was arrested for suspicion of assault and rape. The aim was for the male to be treated by the doctors for his injuries, who would then determine if he was fit enough to attend police custody. In terms of timeliness, it was imperative that he was treated as soon as possible due to the opportunity for forensic examinations to assist with the enquiries of allegation of rape. The College of Policing describes the importance of forensic opportunities as:

Investigating a crime scene and forensic analysis using specialist procedures and techniques can provide evidence to: prove that a crime has been committed, exclude a suspect from a scene. Link a suspect with a scene.

(College of Policing, 2022).

With these allegations disclosed and with the use of the second element of the 'Gibbs Reflection Model' being feelings, I knew that I had to respond to this incident in a professional manner, as I would in all other situations due to the seriousness of these allegations and the tensions raised as these allegations can have a massive impact on a victim. Collins (2023) notes that a victim is someone who has suffered by another person's actions or beliefs. This being the case in relation to the topic discussed.

Considering this, The Office of National Statistics Census (2021) shows that victims who reported rape, states that 8% of the perpetrator(s) was under the influence of drugs at the time.

The next stage of the 'Gibbs Reflection Model' being 'evaluation', this is where I first had sight of the male. He was sat in a waiting room with two other members of the public as the hospital was very busy and inundated with patients waiting to be treated. At this point, the male was calm and compliant, but also very needy as he was requesting several things at once. The male was a white male of a working-class background, where English was his first language. However, the male was very hard to understand as he had slurred speech due to the drugs that he had taken and was talking quite rapidly. Howes states: "Unprescribed, illegal, or overdosed drugs enter the bloodstream, they travel throughout the body. When they travel through the brain's blood vessels, drugs can cause damage to the area of the brain responsible for communication, which may result in speech impairment" (Howes, 2023). With this in mind, I asked the male to repeat what he was saying but at a slower speed, where it was identified that the male's main request was for him to have a cigarette. He was advised by doctors that due to him receiving treatment via a drip, to reduce his toxin levels in his blood because of the amount of drugs he consumed, that him having a cigarette was strongly discouraged. I then reiterated this advice to the male but came to an agreement that he could have ten minutes outside on the hospital grounds to have some fresh air. It was disclosed by the male that he had already been at the hospital for twenty-four hours and that he had now had 'enough!'.

Shortly after we returned inside the hospital, the male was spoken to by a nurse who advised him that his blood results showed that his toxin levels in his blood stream were still too high and that he would require a third drip to try and assist with reducing the toxin levels in his bloodstream. With this information received, the male refused to accept this and stated that he has had 'enough' and was not willing to have a third drip!! My colleague then stated to the male, that because he was becoming agitated and not cooperating that he would have to wait in the police van which was on hospital grounds to wait to be seen by a doctor for a further update on his condition.

The male refused this request, where low level use of force was then used. The College of Policing require any use of force to be, "Reasonable in the circumstances" (College of Policing, 2023) where my colleague then handled the male by his right wrist to obtain control of the situation. Several impact factors were coming into play here, with a few notably being

“Exhaustion of the subject, injury of subject, drugs taken by subject, state of subject’s mental health, subject’s perception of the officer’s level of force”. (NPIA, 2012, p.15). As my colleague had one of the male’s arms, I then grabbed hold of the other arm, where I attempted to reason with the male as I had built a good rapport with him having already spent several hours with the male at hospital. I used my communication skills, by just simply talking to the male with the aim of calming and alleviating the situation as the College of Policing states; “Building rapport, active listening, using a procedurally just approach, for example, being open, respectful and honest and minimising bias and judgement” (College of Policing, 2023). These are all key skills of being a good communicator within the policing profession. Even with the attempt of communicating with the male, the male was still quite agitated.

This is where I then utilised the five-step appeal, “Step 1- simple approach, step 2- the reasoned appeal, step 3- the personal appeal, step 4- the final practical appeal and step 5- action” (Teaching and learning toolbox, 2019). The five-step appeal was repeated to provide the male with the opportunity of recognising and understanding each step. The five-step appeal eventually worked, as the male agreed to have the third drip as advised by the doctors and the nurses of the hospital, which would then aid his recovery and waiting time at the hospital, but also most importantly a police investigation into the alleged offences. To keep him on side, as it were, the male was also provided with a cup of tea and a sandwich as he disclosed to me that he had not eaten for several hours. With the simple gesture of offering a cup of tea and a sandwich, this changed the outcome of this situation completely, as the male then became calm and compliant again. Shortly after, myself and my colleague were relieved of our duties at the hospital by two colleagues of ours as it was coming to the end of our shift, where our colleagues then had the responsibility of supervising the male.

In terms of the analysis stage of the ‘Gibbs Reflection Model’, I believe that I used my communications skills to good effect and was successful with the male. I believe that I achieved this by keeping the male calm and compliant for most of this incident despite the male feeling ‘agitated’ due to the amount of hours that he had already spent in hospital. I believe that the rapport that I built with the male was a key factor as “When you have a rapport with someone, you’re better placed to influence, learn and teach” (Mindtools, 2022). As I tried to help the male keep calm and to ensure that his hospital stay was as less painful as possible, I believe that it is proven that by me keeping calm as an officer and reinforcing effective communication skills towards the male, that I was able to calm the situation to prevent the situation from escalating and to prevent the male from getting more agitated and irate.

I believe that the “Betari Box” model had a significant impact on the above situation as; “The Betari Box, is a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us”. (Mind Tools, 2022). The ‘Betari Box’ model consists of four key stages which is: 1. My attitude (affects), 2. My behaviour (affects), 3. Your attitude (affects), 4. Your behaviour (affects). All of which I believe was implemented in the incident above to good effect as I was able to keep calm and maintained professionalism whilst speaking to the male even when he was at his most agitated point. Building that rapport, helped to maintain a calm and peaceful situation, where the male was able to continue his treatment at the hospital. Managing conflict is not an easy task, however, I believe that I achieved this successfully by using the pneumatic JPLANE.

I was taught mnemonic JPLANE during the initial six months training, which can be used in every day-to-day policing. The main elements of JPLANE are:

- Justified
- Proportionate
- Legal
- Accountable
- Necessary
- Ethical

If all, or most of the mnemonic JPLANE is used in all policing scenarios, it can be a good model to follow to ensure that a positive outcome is achieved.

I believe that the main aim and objective of keeping the male calm and compliant was achieved for this incident. There were stages during this incident, where the male got more agitated. However, by using good and effective communication skills and by reflecting on the rapport built between myself and the male during this incident, I believe that a safe and positive outcome was achieved as "Having good communication skills are essential to allow others and yourself to understand information more accurately and quickly" (Corporate Finance Institute, 2015-2023). I can safely say that one of the things that I have learnt from this incident, is that it is imperative to have good communication skills in policing as it is key to be able to achieve a good understanding of a person and how you can assist them to be able to achieve the set goals required. I have learnt that having good communication skills, especially in policing is essential and I will be aiming to action the effective communication skills in any policing incident involving conflict during my policing career.

Word Count: 1893

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 attended 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.

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.

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

ANSWER:

I will be aiming to discuss a policing incident, where I played a significant role with a victim and will be reflecting and exploring on how I was able to provide additional support that the victim required. To assist me in achieving this, I will be using the STAR model, which is mostly effective during interview situations, but can also provide a suitable structure to a reflection essay. The STAR model consists of four stages, namely, situation, task, action and review. MBA application (Rajeev, 2022) notes that the STAR model can be used to make your work unique and has several uses such as assisting in writing essays, application letters to job interviews.

The situation was that I was asked to attend an address via our force control room, who stated that they had received a call-in relation to an attempt break in at a Chinese restaurant. Further information received from the force control room stated that the male who reported the attempt break in was able to speak very limited English, as English was not his first language and perceived this incident to be a hate crime. A hate crime can be defined as; "Hostility based on race, religion, disability, sexual orientation or transgender identity" (Crown Prosecution Service, 2022). The victim perceived this to be a hate crime, due to his ethnic background and having only lived in Wales for the past five years after moving over from China. Prior to attending the address, several policing systems were checked with the aim of obtaining as much information as possible prior to attending the address. Policing systems such as Web storm, Niche and the Police National Computer (PNC) were checked to gather the relevant information that was required. Having viewed the information that was available, a plan of action was agreed with my colleague on how to approach this incident. It was apparent that several Chinese restaurants had been targeted within a three-mile radius of this location and within a forty-eight-hour timeframe.

On arrival at the location, the Chinese restaurant was entered via the front door and was welcomed by the reporting person (victim) and his son. It was apparent that the victim's English was limited. However, at this time, the male's son was able to translate questions which was asked to the victim in relation to what had happened, which was all being recorded on Body Worn Video at the time to assist me to, "Record the interaction with the public or gather video evidence at crime scenes" (Wikipedia, 2023). It appeared that the attempt break into the property had happened an hour or so prior to contacting police, where unknown persons had tried to gain access to the property via the victim's son's bedroom window, which was at the back of the property. No access was gained to the property, with slight damage caused to the window frame.

As guided by the College of Policing, The Golden Hour Principles were implemented which are, "To identify a possible suspect(s), any victims, identifying a scene, witnesses, house to house and CCTV, physical evidence and to avoid Cross-contamination at scene" (College of Policing, 2023).

In terms of actions completed at the time of attending the address, the location of the attempt break was viewed which was to the back of the property and to the rear bedroom window. It appeared that the unknown suspects were unsuccessful in gaining entry to the property, however they did leave a screwdriver behind which was left near to the scene where the victim and his son confirmed that the screwdriver was not theirs. The victim and his son were advised not to handle the screwdriver and the bedroom window due to cross contamination, which could jeopardise any forensic opportunities. This information was then passed onto the force control room, where scenes of crime officers were tasked to attend the address, to see if they could identify any possible suspects from the screwdriver that was left and from the bedroom window from where these unknown persons attempted to gain access. The crime scene investigation department has a very important role to play in policing as they, "Gather forensic evidence from crime scenes that will ultimately lead to the detection and prosecution of criminals" (Join the Police, 2023).

The victim was then spoken to, to obtain his account as to what happened and if they had heard or seen anything at the time or had any suggestions as to who could be responsible for this attempt break in. This is where, a first account was obtained from the victim, as having spoken to the victim and his son, it was recognised that the victim would require help from an interpreter to be able to complete a full and accurate statement in relation to what had happened, if required during the investigation. A first account from the victim was achieved by the aid of his son and language line as, "The need for language services in the UK has never been greater- 4.2 million of the UK citizens whose primary language is something other than English" (Language Line Solutions, 2023). Where, I rang to explain the situation where they then asked relevant questions to the victim on my behalf. From the information received from the first account, the victim stated that he had seen three unknown males 'loitering' in the location a few days previously to this incident and stated that he had heard from friends of his that these unknown males had been 'loitering' around several other businesses in the local community.

House to house and CCTV enquiries were conducted and completed near to the location. Unfortunately, it was a negative result from the house to house. However, several CCTV footages mainly from ring doorbells on private properties did sight three unknown males 'loitering' in the area prior to the night of this incident. All be it; the CCTV was not able to

capture these males entering/exiting the Chinese restaurant but would be persons of interest for the investigation. The College of Policing states that:

There is evidence that CCTV reduces crime overall. There is also strong evidence that it is particularly useful in reducing crime in car parks and to a lesser extent residential areas. The most significant reductions were for drug crimes, vehicle crime and property crime.

(College of Policing, 2023).

The Chinese restaurant was then re-attended, to provide the victim with an update from the house and CCTV, where it was confirmed that three unknown males had been sighted 'loitering' in the area, but the CCTV was not able to capture the males entering/exiting the victim's property.

This is where the 'Victims Code of Practice' was explained to the victim, which mainly consist of the below elements:

- "To inform and protect victims of crime and their families
- To ensure they receive appropriate support
- To put victims at the heart of the Criminal Justice System"

(Ministry of Justice, 2021).

Further information was explained to the victim in front of his son, that due to him perceiving this incident to be a hate crime, that a hate crime support officer (HCSO) would be allocated to him, who would be able to advise, support and assist the victim as they are specially trained in relation to supporting victims of hate crime and answer any questions that the victim may have.

The Victim Personal Statement was also explained to the victim and his son at the time. Basically, the Victim Personal Statement, which is also under the victim's code, provides the victim with the opportunity to explain the impact that an incident has had on them and their families. It can provide the courts with a better understanding of the full impact that an incident has had on a victim prior to sentencing any possible suspects at court.

'Special Measures' which was introduced into law by the Youth and Justice and Criminal Evidence Act 1999 (YJCEA, 1999) was also discussed with the victim, which is also under the victim's code. This can provide the victim with the right support through court proceedings. Examples of 'Special Measures' are as follows:

- Screening the witness from the accused
- Give evidence by tv link
- Remove wigs and gowns
- Video recorded interview
- Give evidence in private
- Examination of witness through intermediary
- Aids to communicate
- Use video recording for giving evidence

If a statement was required from the victim at a more suitable time during the lines of enquiries for this incident, then many of the topics discussed above would be implemented to progress the investigation.

Unfortunately, no suspect was identified from this incident, but during updates for this investigation, contact was made with the local Neighbourhood team who was asked to contact the victim, firstly to provide reassurance to the victim and hi visibility patrols in the area. Secondly, to provide the victim and neighbouring properties with the 'We Don't Buy Crime' prevent packs, which basically provides the victim with items to help protect their belongings, for example, smart water pens which enables the victim to stamp any valuable items such as televisions, laptops etc where then the personalised serial number from the smart water pen can then be registered via the smart water website. The idea of this is, if any items are stolen then found later, as long as the item(s) has been stamped with smart water, then the items can be returned to their rightful owner. Safer Neighbourhoods(s) (2021) notes that smart water is effective in helping reduce crime, where 74% of offenders would not attempt to break into a property with any signage relating to smart water on display.

Several core principles have been explored during the investigation for this incident where questions can be raised in terms of 'ethics' and a person's 'way of living', where 'ethics' "Reflect on human beings and their interaction with nature and with other humans, on freedom, on responsibility and on justice" (Government of Canada, 2015). The question to ask is: "What are these persons intentions?", which only the suspect can answer. As the victim perceives this to be a hate crime due to his ethnic background, it is important to understand equality, which "Refers to providing equal opportunities to everyone and protecting people from being discriminated against" (University of Sunderland, 2023). Diversity is another core principle which is relevant to the above as, Diversity refers to "Recognising and respecting and valuing differences in people" (University of Sunderland, 2023). Lastly, under article 8 of the Human Rights Act 1998, every person has the "Right to respect for your family and private life, your home and your correspondence" (Citizens Advice, 2023).

I feel that it is imperative to acknowledge these core principles and that everyone has a part to play. To be able to recognise any social issues and how it has an impact on the wider community.

I believe that education can have a big part to play in terms of further understanding these principles and to understand those in our community.

One way of achieving this, is for the education authority to embed and explore lessons of such topics, within the school's curriculum. This can provide the younger generation with knowledge and understanding of others. Us as a police service can also assist, as I know from past experience that the Neighbourhood teams who serve their communities can attend their local schools during school assemblies as an example and work in partnership with the local education authority, to provide that extra knowledge and understanding of people in the wider community.

Morgan describes community policing as:

The most celebrated policing reform in recent decades. The idea is pretty simple in theory: the police should involve regular citizens directly in their own work by building channels of dialogue and improving police-citizen collaboration. In practice community policing takes lots of different forms including frequent beat patrols, decentralized decision making, community engagement programmes, problem oriented policing.

(Morgan,2021)

To review (STAR model), even though there was no suspect identified for this incident, after reviewing the above, I believe that a positive outcome was achieved. The reason for this is that the victim was safe in their own home and no entry gained to their property. The victim was very grateful for the help and support that was provided to him and was provided with information on how they could assist the investigation to be able to achieve the best evidence as possible. The victim was very grateful in relation to the neighbourhood team making contact in relation to the smart water packs that was provided from We Don't Buy Crime and for providing that reassurance. Active patrols are continuing in this area. I am pleased to say, that since this incident happened, that no further calls have been received by the victim for something of a similar nature. Revise Sociology states that, "Data from 2018, shows that 74% of victims of crime were victims once, whereas 26% were victims twice or more (7% three times or more) in the previous year" (Revise Sociology, 2021). This was a difficult and challenging incident to deal with, in terms of the victim not being able to speak English. However, from the help and support received from other partner agencies and other departments within the force, I feel more confident in being able to manage and deal with a similar incident in the future more effectively, where I can then provide that professional service to the victim.

Word Count: 2129

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess a policing incident that you have attended, where you played a significant role 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 this impacted upon your decision making and use of discretion within the incident.

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

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

ANSWER:

I will be aiming to discuss and critically assess a policing incident, where I played a significant role with an offender. I will be reflecting upon what happened and how the use of the National Decision Model, which was introduced in 2012, by the Association of Chief Police Officers (ACPO) and the National Risk Coordination Group to, "Provide a simple, logical and evidence-based approach to making policing decisions" (College of Policing, 2013). The Code of Ethics was also used and assisted me in deciding the outcome for this incident. Due to the National Decision Model being used as the main source of this reflection, I will not be using any other reflection model alongside the National Decision Model as this covers all basis that assists me in deciding upon the outcome and the use of discretion during the incident.

I was asked to attend the local Post Office Depot for the area that I work, via the force control room. The area manager for the Post Office Depot, had reported a suspicious package which he believed to have a strong smell of cannabis coming from a secure package, where the package was deemed as suspicious by, "Having or showing a cautious distrust of someone or something" (Oxford languages, 2023). On arrival to the Post Office Depot, I was welcomed by the area manager, who then showed me the package that had been unopened. There was a strong pertinent smell coming from the package and this immediately aroused my suspicions. At this stage of the enquiries, this is where the National Decision Model was implemented for the investigation.

The National Decision Model is something that is used in a full cycle moving in the clockwise position and consists of five sections, which are: to gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies and to take action and review. By using the National Decision Model, I then asked the area manager several questions with the aim of gathering information and intelligence. The area manager explained that the suspicious package had arrived at the Post Office Depot earlier that day. The package was sent over from America and addressed to a young male who lives in the United Kingdom. The package was then opened and footage of this was recorded on the body worn video, where it was discovered that the package did indeed contain cannabis, which is a "Plant based drug. It can be smoked, eaten or vaped" (Frank,2023). The package consisted of several bags of cannabis resin and containing paraphernalia which would assist in smoking cannabis. The package was then resealed safely and booked into the police property system for safe keeping whilst conducting enquires for this incident. PNC and Niche checks were conducted as details of the male was obtained from the white label that was on the package. It appeared that the male was known to police for low level offences and lived nearby to the location of the Post Office Depot.

Having assessed the threat and risk which is the second stage of the National Decision Model, the male was visited at his home address, where the male was at home and his mother also present. Before even explaining the reasons as to why police were at his address, the male stated, "It's about the package". It was confirmed that the male purchased the cannabis from a male who lives in America, who he met online via one of the social media sites. The male confirmed that he made payment for the cannabis and arranged for the package to be delivered to his home address in the Uk. It was disclosed by the male that he was sixteen years old and that he purchased the cannabis to help him concentrate in college and to aid him with his ADHD. The NHS describes ADHD as, "Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse" (NHS, 2021).

I then had to decide what powers and policies were available to me at the time and what the next course of action would be to suggest an arrest, voluntary attendance of the male. However, this was not as simple as it seemed, as cannabis is legal in some parts of America where the male purchased it from, but illegal in the United Kingdom.

Having established that this was a first-time offence by the male for attempting to purchase cannabis, other options and contingencies were then considered. Advice was raised from the covering sergeant where all the information that was available at the time was disclosed. It was confirmed that if the male agreed to do so, that a contemporary interview could be conducted. Olliers Solicitors describes a contemporary interview as:

Be under caution (suspect must be given the standard caution before Questioning. The suspect needs to be informed that they are not under arrest (If they are arrested then PACE/Code of Practice kick in and he needs to be Interviewed at a police station) The suspect needs to be informed that they are free to leave at any time (though if they try to, they may then be arrested) The suspect needs to be informed that they are entitled to free and independent Legal advice. Be signed by the defendant.

(Olliers Solicitors, 2023)

The last stage of the National Decision Model of 'take action and review' was then completed, by the male completing a contemporary interview in front of his mother at his home under caution. The male was then provided with details on what the next stage would be in terms of completing the drugs course and payment of the sixty pound fine. The male was advised that if he did not complete the drugs course, without reasonable justification, that he would most likely be arrested.

Intelligence was submitted for the male attempting to purchase drugs, namely cannabis from America. The importance of intelligence such as this is that "Intelligence is collected information that has been developed for action. It may also be classified as confidential or sensitive" (College of Policing, 2023).

All be it that the male attempted to purchase drugs from another country, but the main reason why he attempted to do this was to aid him with his ADHD. The male stated that he would not do anything like this again and was very apologetic. This is where discretion was implemented during the investigation, as policing does not always mean having to arrest someone, but to also help those in need. Discretion can be described as, "The freedom to decide what should be done in a particular situation" (Oxford languages, 2023). One of the positives of discretion is that for a male of such a young age and for showing remorse for his actions, as police, I was able to keep him out of the courts which would then mean criminalising the male, which could then have a severe impact on his future choices. This is where I utilised the National Decision Model to decide on any positive action taken and to also consider out of court disposals which "Is a way of concluding criminal investigations without proceeding to a formal court prosecution" (South Yorkshire Police, 2023).

The core element that assisted me in reflecting and reviewing this incident, was the 'Code of Ethics', which is the main body of the National Decision Model and helps officers in making sometimes difficult decisions. The 'Code of Ethics' consists of nine policing principles. One of these principles is 'fairness', where I truly believe that the male in this incident had the right to be treated fairly as he had admitted to the offence and admitted to being accountable for his own actions and ensured me that this would not happen again.

Throughout the investigation of this incident, the Criminal Procedure and Investigations Act was also considered where it "It sets out the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation, and related matters" (Criminal Procedure and Investigations Act, 1996). The Criminal Procedure and Investigations Act, 1996 can also be defined as a "Piece of statutory legislation in the United Kingdom that regulates the procedures of investigation and prosecution of criminal offences" (Wikipedia,2022). The main parts that were considered from the Criminal Procedure and Investigations Act, 1996 was part one, which is disclosure. Disclosure is mainly used if a person is charged with an offence or found guilty of the offence within the courts. Disclosure is a key part of any trial, where information should be disclosed to the defence. If any relevant information is not disclosed to the defence, then a case that is to be heard in court can become unlawful. Criminal investigations were also considered, which is the second part of the Criminal Procedure and Investigations Act, 1996.

A criminal investigation would consist of information relevant to the case and would include, statements, Body worn video of an incident captured by police and CCTV to name a few to put forward to the courts and the defence. During a criminal investigation, the investigating

officer would also have to decide if there are any summary, indictable, indictable only or either way offences been committed. The above actions with the Criminal Procedure and Investigations Act, 1996 was not required for this incident. However, it is a core element to consider when conducting investigations for any future incidences. It was deemed that going through the motions of the National Decision Model and the core elements of the 'Code of Ethics', that the right decision was made in respect of this incident, as it did not seem plausible to put this young male through the courts or was in the public's interests.

As an out of court disposal was agreed for the male by the means of a contemporary interview under caution, the male agreed to attend a drugs education course, which is provided by Dyfodol De Cymru. The out of court disposal identified that the male was eligible for either a community resolution or a conditional caution, where the male would have to attend and complete the education course within twelve weeks of the offence. The drugs education course now replaces the old cannabis warnings and applies to all class A, B and C drugs. A group of Conservative Police Commissioners are, "Calling for cannabis to be reclassified from a Class B to a Class A drug" (Catt, 2022). This could mean that cannabis would then be in the same category as heroin, cocaine, and ecstasy, which could mean tougher penalties for those who possess and supply the drug.

In the end, I believe that the right decision was made with the male. Discretion was used, where he was given an opportunity to educate himself and learn about dangers that drugs can have on people and their families. Throughout the investigation process, the Nation Decision Model was used inline with the Code of Ethics, where I asked myself the question, "Is what I am doing ethical?". I am pleased to say that the male in this incident did complete his drugs course and remains in college to further his education and career opportunities. With statistics from 2019, this male was a minority with, "Drug juvenile offenders, the reoffending rate was considerably higher at 36% (compared to 33% of juvenile offenders convicted of all offences" (House of Commons Library, 2021).

The main thing I have learnt from this incident, is to better myself as an officer for the future. As not all incidences have to be dealt with by arrests. Look at the bigger picture in terms of who you are dealing with and it could be the case that they require help, support and guidance in what is already a difficult journey. On reflection, I am very pleased with the way that this incident concluded and aim to encompass the knowledge that I have learnt from this incident and to incorporate it into what will be a long, challenging but rewarding career.

Word Count: 1938

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 1000 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
<u>Specific-</u> To continue and maintain my fitness levels by continuing to attend the gym and swimming sessions.	<u>Measurable. Achievable and Realistic-</u> This is measurable by the number of times I have achieved this on a weekly basis with the aim of completing a form of exercise at least three times a week. I believe this is a realistic aim as I would be able to conduct this on rest days and before/after work.	The persons who can provide support are: Friends of mine who are personal trainers. Family members who would attend the gym and swimming sessions with me which would provide me with another support network and would also provide me with the encouragement to be able to achieve my set goals. Staff members from the Occupational Safety Training department where they will be able to assist me with my current fitness levels by conducting practice runs of the recognised bleep test requirements for serving officers (5.4)	<u>Timely-</u> Ongoing task, as I must maintain a certain fitness level in readiness for the fitness tests conducted on an annual (12 month) basis throughout my policing career.

<u>Specific-</u> To achieve and continue a level of independent patrol on response.	<u>Measurable, Achievable and Realistic-</u> This is measurable by achieving independent patrol as required within the first three months of tutorship. This has become a realistic achievement, as I now have independent patrol status.	I can call upon my PDU tutor for continued support. I can also call upon my current sergeant. I can also call upon my work colleagues from my shift who would be able to assist me with advice and support with certain topic(s).	<u>Timely-</u> Independent patrol has been achieved within the first three months of being on response. Having now achieved independent patrol status, I aim to reflect on my own progression every three months with the aim of identifying areas for development. My progression can also be proven with feedback provided by my line manager (sgt) during Perform reviews.
<u>Specific-</u> To attend any courses and attachments that are available to me with the aim of further developing my own knowledge and experience within the policing world.	<u>Measurable, Achievable and Realistic-</u> This is measurable by the number of courses/ attachments that are available to me within a certain time frame. It is achievable and realistic as I can nominate myself for certain courses (i.e., Case file and interview courses).	The personnel who can provide me with support are: My sergeant who would be able to authorise certain courses and attachments. My colleagues / peers who would be able to suggest certain courses that would be relevant to me which can only enhance my own personal development. Learning and development who is the department mainly responsible for set courses- for	<u>Timely-</u> I would suggest that this would be within a quarterly period of every 3 months as I can then reflect on my own learning outcomes and experiences during my main review with my line manager (sgt).

		example: Interview training, case file inputs. The FMU (File management Unit) in relation to advice and support with Case Files. My PDU tutor who would still be available to me for advice on how I can further develop my own knowledge and experience.	
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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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