

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

**(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 2 (PCDA)

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1200
Task 3	Vulnerability and Risk	1400
Task 4	Conducting investigations Information and intelligence	1250
Task 5	Digital Policing, Vulnerability and Risk	1250
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

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

ANSWER:

During this essay I will reflect on the impact of organisational justice on myself as a member of the police service. It will consider the steps that South Wales Police organisation is taking to raise ethical standards.

Organisational justice *“refers to an employee’s perception of their organisation’s behaviours, decisions, and actions and how these influence the employees own attitudes and behaviours at work”* (HRZone, Unknown Year). This organisational justice is connected to the concept of fairness within the organisation and the decisions that are made by the employers. The decisions that are made by the employer affect the employee and the employee then determines this to be fair or unfair. These judgments will then have an influence on the employee’s behaviour and any decisions that are determined to be unfair, can create and lead to a workplace imbalance.

There are three different types of justices which make up the concept of organisational justice and these are as followed: distributive justice, procedural justice, and interactional justice. *“Distributive justice occurs when employees believe that outcomes are equitable. Procedural justice focuses on the fairness of the decision-making or process that leads to these outcomes. Interactional justice focuses on the way in which an individual is treated when decisions are made; individuals feel they are being treated fairly when employers provide explanations for decisions and treat employees with dignity, respect, and sensitivity”* (Towler, 2019).

Procedural justice focuses on the fairness of the decision making whereas distributive justice focused on the outcome such as pay and feedback. An example of how this has affected me is as like all other student officers, the organisation provides students with an opportunity to achieve a degree following their probation period. I am fully supportive of this programme and am grateful for this opportunity however the decision to have different completion dates based on whether I applied with or without a degree, I feel affects my progression. If you join the police already having a degree, then this decreases the three-year probation period down to two years compared to those who join and do not have a degree such as myself. Fellow students who are now nearing the end of year two can branch out and look to develop into different departments whereas I must complete a further year of probation. For complete fairness between students, I would have liked the probation period to be the same whether I joined with or without a degree and therefore career progression would be equal as we all joined the same job at the same time.

I recently attended an incident which sadly resulted in one of the involved persons losing their life. The call involved a police pursuit where the fleeing car crashed and one of the occupants passed away. I was asked to attend and assist at the call which resulted in me and my colleagues witnessing a devastating scene. Having attended this call, a process within the organisation called Trauma Risk Incident Management (TRIM) was offered to all persons involved. *"This protocol is to effectively manage the welfare needs of individuals who are or have been exposed to a serious incident"* (Kent Police, Unknown Year). I did not feel that I needed this support following this call however this incident affected my colleague a little more. This colleague felt that by talking to me and other colleagues was enough to assist them in processing this incident and did not take this support. Several weeks later, the same colleague explained that they spoke with a member of the control room who was also involved in the same incident, and they also declined the TRIM support. However, that control room colleague was told by their supervisor to take time off to process the call and they took ten days off work. This upset my colleague as she did not feel that she was treated the same as that other colleague. *"Fostering employee wellbeing is good for people and the organisation. Promoting wellbeing can help prevent stress and create positive working environments where individuals and organisations can thrive. Good health and wellbeing can be a core enabler of employee engagement and organisational performance"* (CIPD, 2021). Having been informed of this information, I feel that the level of support offered between police officers and staff differed and there was a significant difference in this instance. This information shows how interactional justice was not the same as that between both my control room and response colleague. However, I can see how South Wales Police have taking steps to raise ethical standards.

There are five steps which can be taken by managers to create an ethical culture within their organisation according to a report from (CMI, 2019), these are being a role model, incorporating ethics into hiring and promotion, don't allow double standards, communicate expectations, and promote a speak up culture. Through these steps, I can see how South Wales Police as an organisation has taken these on board and incorporated these into raising ethical standards within the police force. Through personal experiences, going through the recent recruitment process, I can see how South Wales Police has increased promotion regarding recruiting persons from ethnic minority backgrounds.

Also having attended a training day set up by South Wales Police, I can see how by encouraging and promoting a speak up culture within the organisation assisted a colleague who felt that she had not been treated fairly. This colleague spoke to us about her experience and explained that she had requested a day off work, with sufficient advanced warning to attend a religious ceremony, however this was immediately declined by her supervisor. This colleague did not understand why this request was declined as she had provided sufficient advanced warning which would have allowed time to find another colleague to fill in her role that day. She was concerned that this request was declined due to the nature of the ceremony and therefore was going against South Wales Police's policing principles and standards of behaviour. Therefore, by adopting the 'speak up culture', this colleague challenged her supervisor and reported it to a senior officer. This senior officer then reviewed the decision and decided that the colleague had done everything correctly and there was no reason why she could not attend her ceremony and the request for leave was subsequently granted. By speaking with the colleague during this training day, I could see the steps that my organisation had taken to raise ethical culture within the force which was clearly apparent in this instance.

The nine policing principles that colleagues must adhere to are *"accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness"* (Gov.UK, 2014). The ten standards of professional behaviour are *"honesty and integrity, authority respect and courtesy,*

equality and diversity, use of force, orders and instructions, duties and responsibilities, confidentiality, fitness for duty, discreditable conduct and finally challenging and reporting improper conduct” (Legislation, 2008).

In conclusion, as a member of the police service, organisational justice refers to how police colleagues perceive the decisions which affect them as being fair. Organisational justice is split up into three different sections and these are distributive, procedural and interactional justice. The decisions and impact that organisational justice has on its employees, including myself, can affect if I am being treated with fairness and respect and this will then reflect on how I treat the community that I police. Regardless of the outcome, both I and any member of the police must adhere to the code of ethics nine principles and ten standards of professional behaviour with every decision and action that we make. South Wales Police as an organisation are making changes and taking steps to raise ethical standards within the force and this was clearly apparent in the instance where the South Wales Police colleague adopted the ‘speak up culture’.

(1095)

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1200 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will discuss a policing incident which I played a significant role involving a partnership approach with a victim. I will discuss the options that I considered when adopting a multi-agency approach and decide on the most appropriate option available to me. This essay will discuss how I resolved any problems and how I evaluated all the available evidence to me. Finally, I will justify my intervention and actions in this incident and highlight potential consequences.

The policing incident which I will use for this essay is a when a male was experiencing a mental health episode at his home address and required immediate intervention before he could cause further harm to himself or others. To reflect on this incident, I will use "*Gibbs Reflective Model*" (Gibbs, 1988). Gibbs Reflective Model is broken down into five stages and these are as followed: description, feelings, evaluation, conclusion, and action.

Several calls came in quick succession to police from neighbours of the male who stated that they could hear what appeared to be the male smashing his house up and screaming for help. The information was that he lived alone and that they were aware that he had suffered from some mental health issues in the past. I asked for checks to be completed on the house and on the male whilst I was enroute to the incident to try and better understand what I was about to encounter. Upon arrival the neighbours were in the street and pointed us to the address in question. As I approached, from inside the property an item was thrown at the front door and caused the window to crack. Checks came back that the male had suffered from mental health issues in the past and was hospitalised 2 years prior. The front door was locked, and I shouted out 'police' to which the male came to the front door screaming 'help me' before disappearing again. Through the damaged window, I could see the silhouette of the male and could see red all over his head to which I believed was blood. Due to the severity of this, using Section 17 PACE 1984, I decided that I needed to force

entry into the address, establish fully what was going on and provide medical assistance to the male. *"A constable may enter and search any premises to execute an arrest warrant, arrest or recapture a person on any premise and to save life and limb or prevent serious damage to property"* (College of Policing, 2020).

Once I forced entry into the address using the enforcer, I again called out to the male who then presented himself at the top of his stairs. His head, face and arms were covered in blood, and he kept repeating 'help me, help me'. I knew that this male needed immediate medical attention but understood that he may be experiencing a mental health episode and be unpredictable and harm himself or potentially me and my colleague. I requested ambulance attend the scene to provide medical assistance as the male was still in his house. I managed to detain the male and apply handcuffs to him which would prevent him from causing any further injury to himself. I needed ambulance to assist both in a medical aspect and due to the restrictions on powers that I had available to me. The male was assessed by ambulance crew and taken to hospital to treat his injuries and address the mental health episode.

Whilst travelling to the incident I needed to consider what I was about to encounter and how potentially other partner agencies may be able to assist in this matter. Whilst enroute I requested checks be completed on the male and house which provided me with information that he had experienced a mental health issue in the past. With this additional information available, I was then able to request the mental health team based within the control room to conduct further checks to see if they could provide further assistance and talk with the male if he were willing to. The reasoning behind this was as they are much better trained to deal and communicate with mental health concerns than what I and my colleague are. Once at the scene, my thoughts and considerations changed as the situation was far worse than I anticipated and therefore I needed to consider alternative options and ambulance support was required. *"To help yourself focus on big projects or even big obstacles, try breaking them into small pieces. Ask yourself what you can achieve today and focus on the problem or project one piece at a time"* (Indeed, 2021).

I needed to adapt my thinking and decision making, therefore I utilised the national decision-making model (NDM) which I had been taught in my police training. This was to decide on the most appropriate option to resolve the problem that I was facing based on the available evidence to me. The NDM is made up of six individual elements which assist with the decision-making process, especially difficult decisions and therefore helps whilst conducting a dynamic risk assessment. *"At the heart of the NDM is the police codes of ethics and these must be followed by each police officer. Surrounding this is gathering information and intelligence, assess threat and risk and develop a working strategy, consider powers and policies, identify options and contingencies and then finally take action and review"* (College of Policing, 2013).

The first element of gathering information and intelligence was completed by me requesting the control room run checks on the male and his address to try and establish who he was and his previous involvement with police. This was also completed upon my arrival at the scene and through me witnessing what I did. The second element was me assessing the threat and risk level which on this occasion was high and require immediate intervention to preserve life. The next element consisted of me considering my powers available to me which allowed me to force entry into the property using section 17 PACE to preserve life and limb. Finally, after gaining entry to the property, I identified my options available to me and decided that I needed to detain the male and handcuff him to prevent him from causing further harm to himself. I knew that the male required medical assistance and help with his mental health however I did not have Section 136 Mental Health Act available to use. *"Section 136 of the Mental Health Act 1983 allows the police to take you to a place*

of safety. They can do this without a warrant if you appear to have a mental disorder and you are in any place other than a house, flat or room where a person is living” (Mind, 2017). Due to this, the ambulance was the best option available to me and I adopted an effective multi-agency approach to this incident as I could not use this power as the male was inside his own house.

During the entirety of this incident, I can justify all my interventions which I completed as I factored in the national decision-making model before carrying them out. To assist me in making the decision I made that night, I had to evaluate all the evidence that I had available to me at the time. By considering all the evidence that I had to hand which I gained from several different sources, I was able to make the correct decisions and potentially reduce any consequences of not acting there and then. This kind of policing and decision making comes from a concept called evidence-based policing. This is when *“In an evidence-based policing approach, police officers and staff create, review and use the best available evidence to inform and challenge policies, practices and decisions”* (College of Policing, Unknown Year). Using the evidence-based policing approach allowed me to combine the evidence that I had available to me and put this with my critical thinking to make the decisions that I felt were needed.

To conclude, this incident meant that I had to factor in several different developments during this call and use the evidence that I had available to me to make my decisions. I had to consider the options available to me and by adopting a multi-agency approach to this incident, the male who required all our combined assistance was suitably safeguarded. If I did not act in the way I did, at the times that I did, the potential consequences could have been far worse and serious harm could have come to the male. I quickly recognised that this situation required more than police assistance and that the multi-agency approach of combining police, ambulance and the crisis team all assisted and benefitted this male who required the desired assistance that we could all collectively provide.

(1254)

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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

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

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

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

1400 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will describe a policing incident which I experienced whereby I played a significant role with a victim of crime. I will evaluate the appropriateness of different approaches taken by both police, professionals and discuss the different types of support taken to protect a vulnerable person at risk of harm. This essay will also evaluate what steps have been taken to tackle repeat victimisation and repeat offending.

The policing incident which I will use for this essay is a domestic related common assault whereby the victim had been assaulted by her ex-partner. *"A person is guilty of common assault if they either inflict violence on another person – however slight this might be – or make that person think they are about to be attacked"* (Sentencing Council, 2018). This level of assault is on the lower end of the scale regarding assaults however, this does not mean that this lowers the response and quality of service that the victim requires from the police. As both the victim and suspect were ex-partners, this element escalates the situation to domestic related and this is because *"any incident 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, regardless of their gender or sexuality"* (Brown, Unknown Year) is classed as domestic abuse. Any domestic related call always requires police officers to take positive action.

To reflect on this policing incident that I was involved in, I will use *"Gibbs Reflective Model"* (Gibbs, 1988). Gibbs Reflective Model is broken down into five stages and these are as followed: description, feelings, evaluation, conclusion, and action.

This incident came across when a report was made to police by the victim stating that she had just been assaulted by her ex-partner who showed up unannounced on her doorstep. The victim stated that she answered the door unaware that it was her ex-partner and as she went to close the door, the suspect slapped her to her face causing no injury before running off. Information was passed over the radio of the address and details of both the victim and suspect along with a description of what the suspect was wearing as well as his direction of travel and last known address. Whilst I was

enroute to the victim's home address, the control room operator completed checks on both parties involved and the results came back which showed that the victim was a high-risk repeat victim of domestic abuse from the suspect. Based on this information, I knew there was an added element of vulnerability towards the victim. *"A person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months."* (Bedfordshire Police, Unknown Year).

I attended the incident with my colleague and from the very beginning, I felt that I provided the victim with a high level of service given the type of incident that she had just encountered. Upon arrival as like all domestic incidents and within South Wales Police guidelines, I activated my body worn video and this is to capture an initial account from the victim. *"A short recording from a BWV device can provide compelling evidence for a criminal investigation"* (Nortcliffe, 2018). This is especially useful in a domestic violence incident where evidence of injuries, damage and demeanour of the victim and aggressor can be clearly seen and produced as evidence to the prosecution. I took time to calm the victim down and when she was ready, I sat down with her and took a full detailed account in a statement and took a photo of the reddening around the left side of the victim's face. I believed that being a repeat victim I needed to safeguard the victim as much as possible and provide a level of service which was important and necessary whilst providing her with as much reassurance that I possibly could. As the suspect was still at large at this moment in time with colleagues out looking for him, I could fully understand and appreciate how the victim was feeling and I felt that I needed to help and assist her throughout the course of action.

Safeguarding and supporting vulnerable people just like the victim in this incident is paramount and a high priority within South Wales Police as like many other police forces. The force has well-developed partnerships which help to focus on providing services that meet the needs of vulnerable victims. *"A person is considered vulnerable if, as a result of their situation or circumstances, they are unable temporarily or permanently, to protect themselves from harm."* (Bedfordshire Police, Unknown Year). Response police officers who attend incidents such as the one I spoke about complete a public protection notice which summarises the vulnerabilities of the victims and this then gets submitted to the designated public protection unit who then uses the information to assess the risk that is posed. Whilst this assessment is carried out, depending on the level of risk indicated, this can then be referred to a multi-agency safeguarding hub (MASH). The MASH works productively with both sector parties and IDVA's to provide a service to the most vulnerable victims. Other sector parties can include social services, health, housing, and education and these will all be represented and involved with supporting and safeguarding the victim. *"Independent Domestic Abuse Advisors (IDVA) support victims of domestic abuse to become safer, sooner. They work tirelessly to be an advocate for victims at their most vulnerable"* (Safe Lives, 2014).

Just like in the incident that I attended, the victim was a repeat victim, and this was due to her being a victim of the same type of crime on more than one occasion. Usually, a repeat victim has some links to a repeat offender. It comes as no surprise to many serving and retired police officers that a small number of offenders commit a large fraction of crimes that get committed. This is where the repeat offending comes into question and typically, they target the same victims. This is where a link is created between the two. Shoplifting is a prime example of this where the shop becomes a repeat victim. *"If police can identify prolific offenders early enough and implement effective measures to reduce their rate of offending, crime levels can be reduced in most instances"* (Tilley, 2016). This is a very important point and needs to be addressed and the figures show that this is an ongoing problem and needs to be addressed. Out of court disposals are a good example of where this may help reduce reoffending as *"47% of adults are reconvicted within one year of being released, with offenders serving sentences of less than 12 months, this increases to 60%"* (Lyon, Unknown Year).

The figures show that reoffending increases when offenders serve sentencing less than 12 months and this is sometimes due to the offender losing jobs when they get sentenced for short periods of times whereas an out of court disposal may have been more appropriate and stop them from going down that path. By shifting the focus on rehabilitation and prevention as opposed to sentencing offenders to prisons, then this could be a step in the right direction to address this problem. Areas to address where investment could benefit to stop reoffending can include sectors such as local education, health, drug, alcohol, and community programmes in targeting high-risk locations. Investment in local programmes would free prison spaces and would also allow staff to deal more effectively with people whose offending is or a more serious nature.

In conclusion, I feel that I dealt with this incident well considering the vulnerabilities that the victim was experiencing and the fact that she was a repeat victim to this type of crime. By utilising body worn video it captured the initial encounter and disclosure that was provided by the victim, and this then paints a much bigger and better picture when producing evidence to the courts. I provided reassurance to the victim by submitting the relevant forms such as a public protection notice which then meant that her details would be shared with different partner agencies, and she also benefitted from an IDVA. South Wales Police focus on supporting vulnerable people at risk of harm and this is at the forefront of what they do and every decision that all police officers and staff make. The safety and needs of the victim are paramount and every opportunity to safeguard the victim and their family must be taken very seriously. Repeat victims of crime and repeat offenders are similar and there is a link in the fact that this is bigger than what people think. To stop or even try to reduce repeat offending, other alternatives such as out of court disposals could be considered due to an increase in reoffending when offenders serve sentences of less than a year.

(1262)

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

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

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

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will provide a brief description of a policing incident where I played a significant role where the incident was of a serious and complex nature. I will consider how I gathered, analysed, and evaluated relevant information and intelligence and how this was obtained from a range of different sources. This essay will identify how I developed the information and intelligence for the purpose of informing the tasking and co-ordination process. I will discuss how I made use of the use of additional sources of intelligence that I obtained and explain how I applied learning from previous serious and complex investigations in this incident. This essay will illustrate my knowledge and understanding when applying the core principles of ethics and code of practice.

To reflect on this incident that I will use for this essay, I will use the "*Gibbs Reflective Model*" (Gibbs, 1988). Gibbs Reflective Model is broken down into five stages and these are as followed: description, feelings, evaluation, conclusion, and action. This incident which I attended was constantly changing and challenging. The initial report came in that a male had just killed his mother and the reason why this was challenging was because the suspected male was a Portuguese national and spoke very little English. In addition to this, the male was located on the side of a very busy main road, no-one knew where his address was, and we did not know his details.

Receiving this report, I was a little sceptical and felt slightly apprehensive as it was a serious call with very limited information to hand and it was a third-party report from a passing member of the

public. *"We do not fear the unknown. We fear what we think we know about the unknown"* (Swan, Unknown Year). I agree with Teal Swan in this instance as what I presumed would be a murder given the information at hand, may not necessarily be the case upon my attendance.

Arriving at the location with my colleague, I immediately activated my body worn video due to the type of call that this was, and I wanted to gather as much information as possible to understand the situation. *"A short recording from a BWV device can provide compelling evidence for a criminal investigation"* (Nortcliffe, 2018). I was met by the reporting person and noted that there was a topless male sat on the side of the road with blood on his hands and chest. Seeing this I recognised that this was of a serious nature and needed to establish who this male was and find out where his mother was as she may need immediate medical attention. With assistance from my colleague, we cleared the male of any potential weapons, I detained him by applying handcuffs and searched the male for any form of identification. Once the male was secured, I tried communicating with him to gain information but all he would say in broken English was he was from Portugal and his mam was dead. From a quick examination I could see that the male did not have any significant injury to his person which would be consistent with the amount of blood on him. I requested over the police radio if there was any Portuguese speaking officers or staff who could assist however there was not. Through hand signals I tried to ask the male for his name, but he did not understand, and this was very challenging and frustrating as this was a time sensitive situation and I needed officers to check on his mother.

By liaising with the force incident manager (FIM) in the control room, it was decided that I could use language line facility to try and establish the male's details. By using this, I was able to obtain his date of birth, but he would only provide his first name and not his surname. Using this information, I passed this across to the control room where their intelligence officer could complete checks on the police systems available such as NICHE and PNC. With this limited information, the intelligence officer came back with a possible match for this male and a potential address from where he had received a cannabis warning several months prior. With this bit of intelligence, police officers were dispatched to the address to make enquiries. They came back with details that the mother was located and had only suffered minor injuries and confirmed full details of this male that I had detained. With the nature of the injuries relayed to me, I then subsequently arrested this male for a domestic related actual bodily harm. *"The offence is committed when a person intentionally or recklessly assaults another, thereby causing Actual Bodily Harm. It must be proved that the assault which includes battery, occasioned or caused the bodily harm"* (CPS, 2020).

I needed to gather as much intelligence as I could in quick succession to assist me in this case due to the time sensitive nature. I gathered information by using my senses, through limited communication with hand signals due to the language barrier and then by using language line. This was further developed into intelligence by relaying the information back to the control room where the intelligence officer could conduct checks. After returning to the police station and fellow colleagues had safeguarded the victim and provided medical assistance, I could then focus on establishing and developing further intelligence on this male who I had arrested.

Once the male was booked into police custody and his detention authorised, as he was a foreign national, a request was then made to the ACRO foreign convictions. This was to establish whether this male had overseas convictions, and this would further help develop intelligence and assist in establishing whether this male had any previous conviction history which may be relevant to this case. *"The overseas conviction check is one of four main conviction exchange processes:*
-Requests received from within the UK for conviction information held overseas ('requests out')
-Requests received from overseas for conviction information held in the UK ('requests in')

-Notification messages sent overseas about foreign nationals convicted in the UK ('notifications out')
-Notification messages received about UK nationals convicted overseas ('notifications in')"
(ACRO, Unknown Year).

From the above, I utilised the first conviction exchange process of requesting from within the UK for the conviction history of this male from overseas, a 'request out'. The information that I received back from this request was that this male had a very long history of domestic related convictions against his family, in particular his mother and brother. Based on this intelligence that I received and this incident that I was involved in, I knew that additional safeguarding measures would need to be put in place to protect his mother and make sure that we as a police force, were doing everything possible to protect a potential vulnerable person. *"A person is considered vulnerable if, as a result of their situation or circumstances, they are unable temporarily or permanently, to protect themselves from harm."* (Bedfordshire Police, Unknown Year).

Now with all this additional intelligence that I had obtained from various resources available to me, I could see that this incident has the possibility to escalate into a much bigger thing and therefore brought this to the attention of my supervisors. I spoke to my shift sergeant and then tasked my inspector with the update so that this incident could be placed onto the daily management meeting the following day.

In conclusion, I believe that I handled the incident well considering that there were a lot of unknowns from the very beginning. I was satisfied that I liaised well with my colleagues and supervisors and that we dealt with the situation which of a time sensitive nature. This was not the first occasion whereby I have had to attend an incident where there was a language barrier but feel that I handled and took control of the situation from my initial encounter with the male to the end of my involvement in this investigation. I feel that I benefitted from utilising all resources available to me from using the intelligence officers to establish details of this male and his address to requesting and receiving reports from partner agencies such as ACRO which showed that the male had a lengthy domestic related conviction history overseas. If I were to encounter a situation like this again, I would possibly contact language line earlier. However, I feel that given the potential serious nature of this incident, I communicated well with the FIM and made sure that by agreeing to use language line I was covering all aspects of the case and any disclosures were captured on my body worn video camera.

(1287)

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose an incident involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will give a brief description of a policing incident involving digital technologies and I will reflect on how I provided an appropriate initial police response to this matter. I will explain the immediate actions that I took to reduce the risk of harm caused by the incident to the victim and will also discuss who may be more vulnerable to this type of incident.

The incident that I will be referring to in this essay involved a 14-year-old girl receiving a message via Snapchat requesting explicit photos of herself in return for money. To reflect on this incident, I will use "*Gibbs Reflective Model*" (Gibbs, 1988).

A report was made to police from a mother who stated that she confiscated her 14-year-olds mobile phone and when she looked through it, she seen a message on Snapchat from an unknown person asking her daughter to send explicit images to them in return for £100. The mother had seen images in the phone camera gallery which her daughter had taken of herself lying on her bed, however these were not of a sexual nature. The mother was unsure if any images had been deleted from her phone prior to her confiscating it and this concerned her.

The offence that I considered for this incident based on the initial information to hand was Inciting a child to engage in sexual activity. According to (Legislation, Unknown Year), *this offence falls into "Section 8 Sexual Offences Act 2003, and a person over the age of 18 (A) intentionally causes or incites another person (B) to engage in an activity and the activity is sexual and either (B) is under 16 and (A) does not reasonably believe (B) is over 16 or (B) is under 13"*.

Upon arrival, the victim was upstairs in her bedroom and her mother was downstairs. I spoke with the mother who explained that she confiscated her daughters' mobile phone as she thought that her daughter had had an argument with her friends and wanted to see if there were any messages on her mobile phone about this. When she looked on Snapchat, she opened the first unread image which was text regarding sending images for money. Knowing the Snapchat function and that the image would be deleted after it had been viewed, she took a screenshot of it as evidence. The mother then looked in the phones camera gallery to see whether there were any images of this nature. Following our chat, the daughter was asked downstairs where I introduced myself to her and tried to establish a rapport. I knew that it could be intimidating for her having a police officer sat in her living room asking personal questions and the fact that I was a male officer too but knew the importance in trying to establish this rapport early on to try and get her to open up to me. "*Building a Rapport must be a two-way connection between people, so it's not something that you can create by yourself*" (Mindtools, Unknown Year). I knew that I needed to ask a series of questions to try and

establish facts of what had happened, but I was fully aware that I needed to *“give them time to talk and be themselves”* (Twinkl, 2020) for her to engage with me.

I reassured the daughter that she was not in any trouble and that I was here to help her and her mother. I would be documenting our conversation on a PPD3 sexual offences document however I explained to her that I would be writing everything down, just so I could remember what she had said and not to ask the same question twice. I said it in this way to try and make her feel more comfortable, less formal, and not to scare her by calling the booklet by its name and overcomplicating it with technical police terminology. *“Use words that are simple and familiar to your audience instead of fancy or complicated words that confuse readers”* (Loranger, 2017).

Whilst chatting to the daughter, I was sat on the sofa adjacent to her and with her mother in between us as not to seem intimidating and I also knew that my *“body language and speaking on the same level is very important whilst communicating with people”* (U-Gro, 2018).

I asked open questions to the daughter to try and gather as much information as I could about her level of understanding of the Snapchat app. I chatted about how long she had been speaking to this individual, if she knew them personally, how often she would talk to them and the types of conversation that they would share. I was fully aware that I need to tread carefully around the topic and not just go straight in and question if she had sent explicit images of herself as this could just put her defence walls up and refuse to engage or tell the truth. She explained to me that she was very familiar with the functions of Snapchat and that she just uses it to send pictures to her friends of new clothes that she would have. She explained that she added the person around three to four days ago and that she had received only one message from them asking for photos but did not reply or send an image. I asked why she did not block this person or why she did not tell her mother to which she informed me that she didn't know what to do as nothing like this had happened before.

My actions following this, was to immediately safeguard the victim and manage both her and her mother's expectations by explaining what I would be doing when I leave. I safeguarded the victim by submitting a public protection notice which when completed is assessed and then determined whether the information contained needs to be shared with partner agencies such as social services. I spoke with the mother and stated that if she were happy, I would like to take her daughters mobile phone and have it downloaded at the police station. The reason for this was to try and establish the full conversation between her daughter and this unknown person and to see if we could retrieve any deleted images from her phone camera gallery as I knew that this was a concern of the mother. I wanted to manage her expectation of a high-quality investigation and to put her mind at ease whether her daughter had sent an image or not.

The mother consented and completed the relevant form, and the phone was subsequently downloaded. The download showed that the daughter only added the Snapchat user the week prior to this incident but no communication history could be retrieved. However, the download also retrieved all camera images that had been deleted within this same time frame but did not include any indecent or explicit images of the daughter. The mobile was returned to the mother and all the findings were relayed back to her. The mother explained that this had put her mind at ease and did not require police to do anything further. I informed her that I requested the school liaison officer to conduct an education lesson on internet safety to the school which she was very appreciative of.

The younger generation are more likely to be more vulnerable to this type of incident as they lack education and do not always fully appreciate the risk of harm that they are exposing themselves to. *“Britain's two million most vulnerable children are seven times more likely to come to harm online*

than their peers" (Tapper, 2021). Therefore, I decided to have the school liaison officer do this talk as it was very important, and I hoped that this would help educate the younger generation around internet safety and the importance of it. *"The internet and online technology provide new opportunities for young people's learning and growth, but it can also expose them to new types of risks"* (NSPCC, 2021).

In conclusion, the victim in this incident was a 14-year-old girl who was a victim to an online crime of inciting a child to engage in sexual activity. Luckily in this instance, the victim did not engage with the request and did not share inappropriate or explicit images of herself to the other party. To minimise the risk of harm caused by this incident, I made the school liaison officer aware and requested that she assisted in providing the school with online education and safety lessons which was carried out in a hope that this does not happen to another child, and they are aware what to do if they encounter this. I also safeguarded the victim by submitting relevant forms and provided her mother with reassurance with having the mobile phone downloaded for its content. I would not change anything if I were to encounter this type of incident again as I believe that I provided the victim with a good level of reassurance, dignity, and education. My initial hesitation in thinking me being a male officer may not be best suited for this, did not matter in this instance and I put this down to my professionalism and the way I conducted myself.

(1360)

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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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