

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: _Rachael TRAVERS_____

**Learner's University Registration Number:
__2319917_____**

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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin`</i>	

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:

A recent study conducted by the Police Federation for England and Wales, suggested that eight in ten Police Officers have suffered from stress or anxiety within the preceding twelve-month period and that ninety-four percent of these individuals would inculcate their job as being a catalyst for these feelings (Mind, 2019). Ergo, when starting a career within the same field where there is an implied correlation between the job and negative welfare, it is crucial to implement coping strategies with the intent to develop resilience and minimise stress. Therefore, this essay will discuss and compare the coping strategies that I applied during my six months of training to achieve reduced stress and increased resilience. Due to the reflective nature of this essay, I will be utilising Borton's 'Model of Reflection' to assist with the thematic structure of my response to allow for a comprehensive comparison of methods to be achieved (1970). Borton's reflective model encompasses three questions within its framework. The first question, "what?", allows for the fundamental themes of stress, resilience, and coping mechanisms to be defined. The second question, "so what?", will then allow opportunity for the analysis of methods utilised. The final question, "now what?" will allow for a reflection and comparison of the methods and provide scope for what coping mechanisms should become habitually used throughout the remainder of my career to promote personal wellbeing.

Defining stress, it is critical to note that academics believe that the concept of stress is split into stress exposure and stress response. Whilst stress exposures are, "observable external pressures on [an] individual", stress response is the analysis of the individual's response to the external pressures and considers, "fear, anxiety, or depression; sympathetic nervous system and hypothalamic-pituitary adrenal cortical activation", therefore focussing on the bodies physical response to stress (Harkness and Hayden, 2020, p.2 ; Selye, 1955). It is crucial that I have a cohesive understanding of stress as recent research revealed that both officers with less than fifteen years of service, and female officers are more likely to experience stress than their male and more experienced counterparts (Gullon-Scott and Longstaff, 2024). As I fall into both categories, maintaining my resilience and coping mechanisms are crucial.

Furthermore, resilience is the way in which one adapts to deal with stressors and is considered by academics to be, "positive adaptation, or the ability to maintain or regain

mental health, despite experiencing adversity” (Hermann et al., 2011, p.259; Hjerdal et al., 2006). A way in which resilience can be developed is through the application of coping strategies. Coping can be defined as behavioural or cognitive efforts to manage stress and further research suggests that there is a correlation between an increase in the implementation of coping strategies and an improvement within mental health (Lazarus & Folkman, 1984; Penley, Tomaka and Wiebe, 2002). Ergo, it is crucial to use coping strategies to alleviate stress and improve mental wellbeing.

Coping strategies can be divided into two categories: problem-focused coping, and emotional-focused coping. Problem-focused coping is orientated towards fixing stressors and should be used when dealing with controllable stressors. Alternatively, emotional-focused coping is best used to manage uncontrollable stressors, as it focuses on regulating emotions and processing stress (Person and Frazier, 2023). A meta-analysis found that individuals who can select the correct coping strategy, were associated with having better mental health (Cheng, Lau and Chan, 2014). Therefore, the first factor within decreasing stress is by selecting the correct coping strategies within my initial training period as a Police Constable. It can be argued that both problem-focused and emotional-focused strategies are correct within my training period as there were both controllable and uncontrollable stressors presented.

The first coping mechanism I implemented was exercising regularly. This coping mechanism is an emotional-focused coping method as it is dealing with the emotional side of stress. I consider myself to be a short female, and this raised concerns for me entering a job where I could face physical conflict as I was not as strong as I wanted to be. Therefore, I joined a gym and began to attend five times a week. Setting aside an hour a day and noticing increases in the weights I was using offered me great reassurance that my strength was increasing. Additionally, becoming stronger led to me feeling less stressed as I became less worried about physical aspects of the role. Within a wider context, research highlights that individuals who regularly exercise benefit during situations that encompass psychological and physiological reactions as cortisol release remains more balanced which results in less stress and anxiety symptoms (Lou, Chen and Liu, 2023). Furthermore, a study conducted investigating students revealed that physical exercise can provide protection against stress directly caused by academic pressure (Haugland, Wold and Torsheim, 2003). Therefore, research suggests that the benefits of regular exercise not only alleviate personal stress during training, but will also have positive impacts on my bodily reactions during stressful situations once I am completing my role as a Constable and will assist during the academic pressure of finishing my graduate diploma.

Alternatively, I also implemented problem-focused coping techniques that would alleviate the stress of controllable stressors. For example, I was aware that I had to complete two exams during my initial six months of training. Whilst I could not control taking the exam, I was able to control the preparation I completed. Ergo, I would spend a dedicated period each weekend completing flashcards on the topics that I had been taught during the previous week of training. Research highlights that the implementation of study skills allows for increased academic performance, and improves self-sufficiency, time, and stress management (Thomas, 1993). Having prepared flashcards in advance as opposed to trying to cram towards the exam, alleviated stress as I could retain knowledge as I learnt.

In conclusion, it can be argued that both emotion-focused and problem-focused coping strategies allowed me to alleviate stress and improve resilience, and that neither method is superior. Research shows that a balance of both is beneficial as many circumstances provide controllable and uncontrollable stressors (Person and Frazier, 2023). Whilst I want to continue using both methods throughout my service, realistically I will have to adapt exercise to fit within my shift patterns, and this may result in reducing the amount of exercise sessions I complete a week to leave time for my body to rest. Additionally, I will have to alter the days in which I complete flashcards for my National Investigators Exam as weekends will not always be plausible. However, with the correct alterations I believe that exercise and study skills will help me to reduce mental stress.

WORDS: 1098

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:

Within Policing, conflict is present in a plethora of forms. For example, within a policing context, conflict can be present in both physical situations, but also as an emotional form due to both a potential dislike of Police presence, or simply due to the police being present and witnessing individuals at their most vulnerable. Ergo, there is legislation, procedures, and protocols implemented to inform response officers how best to tackle conflict and these will be explored within this essay. In order to critically assess my application of the above legislation and protocols, I will be reflecting upon an incident that I responded to that involved conflict. I will utilise Gibbs model of reflection in order to aide my reflective evaluation of the situation (1988). Additionally, I will apply the academic model Betari's Box to the incident to assist with the assessment of my performance as a Police Constable (PC).

Whilst very new into my tutorship as a PC, I was scheduled to work an After Dark (AD) shift in a very busy City Centre within South Wales. This was my first experience of working an AD shift as a PC. Whilst conducting a mobile patrol of the area with my tutor, we were beckoned over by a Door Staff working for one of the local nightclubs. The Door Staff employee explained that an individual had been ejected from the venue, but that he was refusing to leave and starting to become irate which they were worried would escalate into physical violence. They asked for our assistance to remove this individual.

To very succinctly summarise this incident, I asked the male involved to leave the area multiple times and explained to him that he was able to attend any other venue on the street, just not that one that he was currently at. Whilst talking to him I noticed that he appeared to be intoxicated as his eyes were glazed and he was slurring his words. He then proceeded to shout profanities in my face multiple times before choosing to leave. However, right before

exiting the street I witnessed him deliberately pushing into passing members of the public. At this time, I chased him down and proceeded to arrest him for the offence of being Drunk and Disorderly to prevent further physical harm to others, contrary to Section 91 of the Criminal Justice Act (1967).

The legislative context for the arrest was fairly simple. Section 91 of the Criminal Justice Act 1967 states that one is in violation of the offence if they are intoxicated and acting disorderly within a public place. Ergo, it was fitting for the above incident. I was then able to use the powers invested in me when I was attested as a PC and under Section 24 of the Police and Criminal Evidence Act 1984 to arrest the individual.

The social context of the offence allows for positive correlations between alcohol and violence to be distinguished. More so, academic research illustrates the way in which alcohol acts as a catalyst for violence to occur. For example, this offence occurred during the night-time economy. The night-time economy is defined as economic activity commencing between the times of 1800 hours to 0600 hours and comprises of restaurants, nightclubs, music venues, and the on and off trade sale of alcohol (Public Health Wales, 2016). Many of these venues are considered to be vertical establishments that encourage the consumption of alcohol by not providing seated areas, resulting in consumers immediately finishing their drink so they are not obliged to hold it. However, this leads to an increase in the intake of alcohol and research indicates that within the night-time economy, 70% of violent incidents that occur in the evening are alcohol related (Bellis and Hughes, 2008). Furthermore, the Minister for Crime and Policing has estimated that alcohol-related crime in England and Wales costs society approximately £11.4 billion annually (Winchester, 2021). Ergo, it is evident that alcohol acts as an impact factor within violent offences as it skews the judgement of the intoxicated party.

It is important to note that for the clarity of the essay question, there were no cultural, ethnicity, or language barriers present as the individual was a white, Welsh male.

Critical Reflection of the Incident (Gibbs, 1988)

Initially when I approached the male involved in the incident, I did my best to negotiate with him. I recognised that the male appeared to be young and on a night out so I considered my options and wanted to leave arrest as the last possibility to avoid him potentially obtaining a criminal record. However, after witnessing him pushing members of public I had to adapt my communication strategy to become more authoritative. At this time the man had become extremely irate and was vocally screaming, (using no words), in the faces of officers. Therefore, I had to increase the volume of my own voice so that he was able to hear me as I conducted the arrest. It was important though that I appeared to be loud, but not aggressive as I did not wish to escalate the situation or for public perception to be damaged. At this time the man started to talk about his own feelings, so I then utilised my active listening skills to build a rapport with the man.

Throughout the incident I felt a lot of pressure. This was my second arrest, and I was surrounded by other Police Officers who had come over to assist and had years of experience. I felt as though I did not want to let my colleagues down, but I also did not wish to let myself down. At times it was difficult to establish what the best method of communication was as the male involved was frequently changing temperament. He would span from being calm and reasonable, to highly irate and attempting to smash his head open

in the cage in the back of the marked police van. This unpredictable nature was extremely hard to reason with. However, having previously built a rapport with him, he would start to calm down as I spoke to him.

Positives of the incident was that I was able to successfully arrest the male involved with no injuries sustained to any Police Officers or to the subject. Furthermore, I was able to get his detention authorised in Custody as I had made notes of all the relevant times and necessities. The incident also went well due to the use of my communication skills. By talking calmly to the subject, I was able to get him to relax and stop attempting to injure himself out of frustration. I don't necessarily believe this to be a negative as teamwork is a crucial element within policing, however whilst I orchestrated the arrest, it was a different officer that placed the subject into handcuffs. Next time, I would like to experience handcuffing a subject larger and stronger than myself to develop my own use of force skills.

Overall, the situation really demonstrated to me that no matter what condition an individual is in, it is possible to use tactical communication to de-escalate situations without the need of physical force. Research indicates that PCs must ruminate in challenging situations and use a collaboration of both verbal and non-verbal communication skills to emotionally connect with a victim or subject involved. By demonstrating attentive and expressive skills such as eye-contact and reflective mirroring of behaviour, often moments of crisis can be diffused (Shea and Harpool, 1988). This incident clearly demonstrated to me that physical force is not always necessary.

Next time the only change I would make is when the arrest occurred. Initially I had been hesitant to make the arrest as I was new in service, so nerves were a large factor. Additionally, it is arguable that I was too empathetic with the individual which is why I initially tried to avoid the arrest. However, I would have been well within my remit to have arrested the individual at an earlier time and this would have resulted in innocent members of the public not being pushed. Ergo, I would improve my confidence and have faith in my decisions the next time I make an arrest. I could do this by using the mnemonic JPLANE that is taught during Police training (COP, 2018). The acronym stands for: justified, proportionate, legal, accountable, necessary, and ethical. By basing my decision on the above factors and ensuring that my arrest was necessary, a proportionate response, that a legal power was present and that the arrest was necessary and ethical, I would be making the correct decision, and this could assist in reassuring me.

Academic Model – Betari Box

The 'Betari Box' is a cyclical model that illustrates the relationship between attitude and behaviour. It suggests that our attitude affects our behaviour, which results in affecting other people's attitude and thus, their behaviour (Beadle and Murphy, 2013). This model suggests that attitude is displayed through both verbal and non-verbal communication cues and that in situations of rising conflict, one of the involved individuals needs to make a change in attitude in order to diffuse the situation. This would occur as the theory suggests that an alteration in attitude would consequently result in the alteration of behaviour.

Within the above incident, it can be suggested that this theory worked. As the subject began to become irate, rather than attempting to combat his behaviour with anger, I instead spoke

to him with a soft tone and normal volume. This resulted in the subject mirroring my tone and talking back to me at a similar level.

However, it can be argued that this theory is not always the correct option of PCs. Whilst it is important for Police Officers to empathise and respect others, PCs have a duty to protect the public. If there was an incident involving high levels of conflict, the safest method of dealing with said incident is not always changing your behaviour in hopes that the other involved party would mirror this. In some situations it is crucial for officers to remain authoritative as each situation is unique and sometimes there are impact factors present that cannot be controlled. For example, if someone were to have an Acute Behavioural Disturbance episode, they would not necessarily be in control of their physical actions or pain receptiveness. Ergo, a change in my attitude would not alter their attitude or behaviour. It can therefore be suggested that one academic theory cannot be suitable for all human behaviour due to diversity and external factors that cannot be controlled.

Overall, I am satisfied with my response as a PC to my first ever experience involving conflict. Through the critical analysis of my response, it is evident that there are improvements I can make to have a more confident approach. However, I also believe that I dealt with the situation in a manner that did not escalate the incident. I was able to demonstrate a range of communication techniques such as verbal, non-verbal, and listening skills to build a rapport with the subject involved. Additionally, the analysis of the correlation between alcohol and violence suggested that alcohol acts as a catalyst for violence due to the impact it has on judgement. Ergo, it can be argued that as alcohol was an impact factor in the above situation, yet I was still able to build a rapport with the subject and calm him down that my tactical communication must have been somewhat successful. Without realising it at the time, my chosen method reflected the theory Betari's Box. Now that I have a greater understanding of this academic theory and have evidence that it was successful, I will continue to use this method throughout the remainder of my service.

WORDS: 1959

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

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

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

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

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

ANSWER:

Recently there has been a governmental shift to make changes within the Criminal Justice System (CJS) to improve the experience for victims and ensure that they have an enriched service. At the end of May 2024, the UK government passed a new Victims and Prisoners Bill that received Royal Assent, meaning that the bill is now an Act of Parliament (House of Lords, 2024). The bill aims to offer greater support to victims of crime and aims to work in collaboration with the Parole Board to reconsider the early releases of dangerous offenders; therefore, providing greater protection for victims. The Victims and Prisoners Bill also reinstates the importance of The Victims' Code and has a chapter dedicated to the importance of following the statutory code when dealing with Victims as it sets out the minimum standard that must be provided to victims by all criminal justice agencies (GOV.UK, 2024). The Victims' Code was initially introduced by College of Policing (2021) and states twelve rights that frontline police officers must ensure are upheld when offering a service to victims. Additionally, the Code highlights service users who are subject to enhanced rights. Within South Wales Police, it is persistently highlighted that the Force is Victim Led. A new strategy for Supporting Victims and Witnesses within South Wales Police states that victims should be placed, "at the heart" of policing and statistics indicate that since this change was made South Wales has changed from the worst performing force in England and Wales for victim satisfaction, to one of the top ten nationally (Vaughan, 2021, p.5). In this essay I will be critically reflecting on an incident where I had a significant role with a service user. I will also be assessing what responsibilities I had to ensure that the Victims Code was met.

Whilst on duty recently, I received information via ControlWorks that a victim had just attended Swansea Central Police Station to report transphobic abuse that had been shouted

at her from across the street. The victim was requesting that officers attended her house later in the day as she had an appointment to attend so could not immediately provide a statement but did wish to make a full complaint about the matter.

I was attached to deal with this incident. Ergo, I waited until the requested time and then attended the victim's house. Upon arrival the victim provided an initial account of exactly what had transpired. It became apparent that the alleged offender was known to the victim and that he had both threatened and shouted transphobic slurs towards her such as, "fucking tranny bitch". The victim also disclosed to me that she was transgender and had recently transitioned from a man to a woman. She therefore found these comments extremely hurtful.

This reported crime is a hate crime. Legally, any crime can be prosecuted as a hate crime if the offender has shown hostility towards anyone's actual or perceived race, religion, disability, sexual orientation, or transgender identity (CPS, 2024). For the crime to become a hate crime, it must be perceived to be one by either the victim or any other person. Within this incident, the victim believed it to be a hate crime, so it therefore is. Had she not recognised it to be one, I would have classed it as a hate crime due to the abusive comments made about a protected characteristic.

The offence that occurred within this incident was an aggravated public order offence, contrary to Section 4 of the Public Order Act 1986. This legislation states that a person is guilty of an offence if they use "threatening, abusive or insulting words or behaviour...with intent to cause that person to believe that immediate unlawful violence against him or another by any person" (1986). Due to the transphobic slur that was used and threats of violence that were hurled towards the victim, it was a transphobically aggravated public order offence.

Whilst the year ending 2022 to 2023 indicated the first decrease in reported hate crimes since the statistics had begun to be collected in 2013, the statistics for transphobic hate crimes continues to increase. In 2022 to 2023 4,732 transphobically motivated hate crimes were reported to the police in England and Wales. This alone is an 11% increase since the incidents reported in 2021 to 2022 (Home Office, 2023). It is important to consider too the dark figure of crime and the number of hate crimes that go unreported to the Police. Researchers from the University of Huddersfield have suggested that on average 170,000 hate crimes go unreported in the UK every year (2016). This figure is now eight years old and with the continual increase in reported hate crimes, it can be inferred that the figure of unreported hate crimes has also increased.

In addition to both the hate crime and the public order offence, it is also important to consider the breach of the victim's Human Rights. Under the Human Rights Act (1998) there are fundamental rights that all UK citizens are entitled to. Within this incident, it can be argued that both Article 8, the right to respect for private and family life, and Article 14, the prohibition of discrimination, were breached.

Also, within this incident there were no cultural or language barriers present as the victim was a Welsh, white lady, whose only spoken language was English.

As discussed earlier, the Victims' Code is a statutory code that all agencies within the CJS must adhere to, and it consists of twelve rights that every victim is entitled to. For brevity within this essay, it will not be possible to explore all twelve rights. Ergo, this answer will focus on the rights most applicable to the above incident.

The first right that I had a duty as a Police Constable to ensure was met, was informing the victim that she was eligible to receive an enhanced victims' service. This enhanced service offers specialised assistance to victims who are considered to be more vulnerable, intimidated, or a victim of the most serious crime (Ministry of Justice, 2024). Within this incident, the victim was eligible for the enhanced service for numerous reasons. Firstly, hate crimes are considered to be a most serious crime. Ergo, it was crucial that I referred her to the enhanced service. I was also procedurally obliged to make sure that I completed the relevant hate crime entries on NICHE allowing for a score to be obtained about the severity of the offence and to ensure that I had linked a Hate Crime Support Officer to the incident for them to be aware of the offence. Furthermore, the victim had disclosed to me that she had a physical disability meaning that she often required additional assistance; again making her eligible for the enhanced service. Finally, the victim of this incident had been persistently targeted since transitioning. Therefore, there were a plethora of reasons as to why the victim required an enhanced service. I made sure to explain to the victim that this ultimately meant that she would be receiving additional support and often contacted sooner after key decisions had been made within the investigation. She made it clear that she was very happy to receive this additional support.

An additional right that I had a responsibility to ensure was met was for the victim to have the details of the crime recorded without unjustified delay. With regard to this incident, the victim had requested the officers attend her house to obtain a statement after a stated time as she had an appointment booked prior. I adhered to the victim's request and made sure that I arrived at her address for her requested time and without delay. Once present, I was able to discuss the matter with the victim and explain the process of taking a statement. I also ensured that she understood the implications of providing a statement and that by providing a statement, she was also confirming that she was happy to support the investigation and therefore attend court should it be necessary. The victim confirmed that she was more than happy with the above and proceeded to provide her statement.

At the time of writing, I am still investigating this matter. Currently, we are struggling with evidential issues. Whilst I have obtained a statement from the victim, there were no witnesses to the offence. Additionally, the offence happened on a public street and whilst I have checked Council CCTV, the camera was facing in the opposite direction at the time of the offence.

However, should this matter proceed, and it appears as though it could reach Court I would seriously consider using an Achieving Best Evidence (ABE) interview with the victim. ABE

interviews are often used for vulnerable victims, or victims of the most serious offences. This interview is video, and audio recorded and can often be presented as evidence in court, meaning that the victim would not have to attend court and see the offender. Whilst I would like this to be a viable option for the victim, I would respect her wishes on how she wanted to proceed. For example, if she was happy to attend and be cross examined, then I would respect her wishes. Additionally, I would make it clear that whilst I could conduct an ABE interview, it would be subject to the court's decision and they may not accept the ABE as the only form of evidence. I would want to remain honest and truthful with the victim so that I did not mislead them or offer false hope.

Whilst interacting with victims of crime, it is crucial that ethical decisions are made and within policing it is arguable that the Code of Ethics (COE) is the most pertinent ethical guideline for response officers. The COE were developed by the College of Policing (COP) and are placed within the centre of the National Decision Model (NDM) that was designed to assist officers when using their discretion to make decisions (COP, 2024a; COP, 2024c). Ergo, the COE should underpin every decision and interaction as a response officer. Whilst not all the COE were relevant to the above incident, certain ones were crucial to providing a victim-led service.

Arguably, the most important COE within this incident was ensuring that 'respect and empathy' were displayed and utilised. Within this investigation I had to recognise that I myself have never been subject to a hate crime. Therefore, I was unable to sympathise with the victim. However, I had a duty to empathise and to try and understand the impact that this offence had on her. Additionally, I needed to remain respectful when talking to the victim as it was evident that it was emotionally hard on her to have to repeat what she had gone through. When taking her statement and writing the offensive language that was shouted at her verbatim, I was careful to apologise first when reading it back to her as I did not want to secondary victimise her. Secondary victimisation is additional trauma and harm that can occur to the individual when interacting with agencies within the CJS (Orth, 2002). Therefore, I had a duty to prevent further harm.

In conclusion I believe that I have adhered to the Victims Code and ensured that the COE have underpinned my decisions within this investigation. At present it is difficult to ascertain what will happen with this investigation. However, should it progress through the CJS, I will ensure that I support arguably the most valuable part of the policing – the victim.

WORDS: 1924

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Within the role of a Police Constable, it is arguable that effective decision making is one of, if not the most, important qualities required to be a competent Officer. This is because each day in the role provides a plethora of differing situations that warrant justifiable and correct decisions to be made to ensure public safety and for ethical outcomes to be reached. Whilst there are a multitude of decision-making tools available to officers, the primary one utilised within policing in England and Wales is The National Decision Model (NDM). The NDM is accredited to the College of Policing (COP, 2024c) and the core of this decision-making tool revolves around the Code of Ethics (COE). Whilst not statutory themselves, the 2024 COE work in conjunction with the Code of Practice which is statutory. Ergo, the COE is guidance that is implemented to assist officers to use their discretion to make integral and informed decisions that help them to be, “the right thing, in the right way, for the right reasons” (College of Policing, 2024b). In this essay, I will be critically assessing an incident that I recently had to investigate and use the NDM to reflect on the decisions I made within the investigation. I will further analyse the responsibilities I have as an officer within the Criminal Procedure and Investigations Act (CPIA) (1996), and whether I complied with the legislation by adhering to the required discretion.

I recently attended an eighteen-year-old victim who had decided to report two historic Rapes to the police. The alleged perpetrator was her long-term seventeen-year-old friend, and the offences happened on different dates and times. My duty was to attend and obtain a PPD3 investigation document from the victim, which are used in incidents of Rape or serious sexual offences with the intention of being less traumatic on the victim than completing a statement. Within the disclosure of the Rape offences, further possible offences were identified by myself such as: sexual assault by penetration, non-fatal strangulation, malicious communications, and possession of a firearm without licence and with intent to cause fear of violence.

From attending an incident that I had initially believed to be a Rape offence in which the legislation is relatively simple and states that it is the unconsented, deliberate penetration of another's vagina, anus, or mouth with a penis and is contrary to S.1 of the Sexual Offences Act (2003); I soon became aware that this was a much more complex incident with the addition of further offences. Throughout the victim's account, it was also apparent that she was not aware that what she had been subjected to, constituted further offences. For example, prior to the Rape occurring, the victim had a ligature placed around her neck and had it pulled so tight that she was unable to breathe. This is non-fatal strangulation and is in violation of S.70 of the Domestic Abuse Act (2021). Furthermore, the victim was subject to unconsented penetration of her vagina and was threatened with what she believed to be an imitation firearm. Both of these events retrospectively are in violation of S.2 of the Sexual Offences Act (2003) and S.16A of the Firearms Act (1968). Finally, she had received threatening and grossly offensive text messages from the subject involved in the investigation. Whilst the victim believed that they were just horrible things to say to someone, she was unaware that they were to a degree severe enough that they could be considered an infringement of S1 Malicious Communications Act (1988).

As discussed earlier, the NDM is a paradigm used to provide a model to assist with all decision making within policing in England and Wales (COP, 2024c). The use of the model is highly encouraged as it promotes ethical decision making and provides officers with a sense of protection within a public-service job that is highly scrutinised by elements such as the media. The NDM is a cyclical structured model and consists of five sections which are as follows: gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action and review what happened (COP, 2024c). At the heart of the model is the COE. The COE encompass qualities such as accountability, honesty, integrity, and respect within the guidance and should be considered continuously by officers (COP, 2024a).

Within this incident, even prior to the first stage of the NDM, I used my own prior knowledge to apply to the situation. Before joining the police, I completed a BSc in Criminology and Criminal Justice and as part of my degree I researched Rape offences and Rape myths. I therefore had an understanding that only one in every one-hundred rapes are reported to institutionalised powers, highlighting that there is a massive breakdown between the criminal justice systems and victims (Rape Crisis, 2022). Additionally, I studied the prevalence of rape myths within society and how the unconscious bias caused by these myths contribute towards both victim blaming and the revictimization of the survivor, and also contribute to police cynicism. The first myth that was particularly prevalent within this incident were beliefs that cast doubt on allegations, in

this case the time delay between the incident and the report. Furthermore, another myth in danger of influencing the incident was the belief that assumes that rape only occurs in certain social groups, for instance between strangers (Bohner et al. 2009; Smith and Skinner, 2017). Of course, in this incident, the rapes had occurred between two people who had previously been friends for years. I therefore was aware of both the bravery of the woman for having the courage to report the incidents to the Police and knew that I needed to go into the investigation with no preconceived ideas of what a 'rape' should look like.

The first stage of the NDM is gathering information and intelligence. This began for me when I attended my Tour of Duty and got allocated a call via directed deployment on ControlWorks which was a third-party report of a historic rape. I therefore phoned the reporting person to gather further information surrounding the incident from them. An occurrence had also been created on NICHE and had the involved persons linked, so I was able to conduct checks to ascertain whether there was any history or warning markers involved. There was not. I then rang the victim within the incident and asked her whether she was willing for me to attend her now as it was approximately 2330 hrs. The victim confirmed that she was more than happy to meet but would prefer to do it away from her house. Therefore, we arranged a meeting point, and I then went through the PPD3 with her which provided a plethora of information surrounding the incidents, such as the offences involved, when they had occurred and what exactly had happened. At this time, I also deemed it appropriate to complete a Public Protection Notice with the victim in order to provide additional support for her. The victim was still young and had recently suffered the bereavement of a parent, so was having a hard time mentally. I therefore spent a great length of time building a rapport with her and answering any questions that she had to try and provide reassurance to her.

I then returned to the Police Station where I was able to assess the threat and risk involved within the incident. From my interaction with the victim, it had become apparent that herself and the subject both attended the same voluntary organisation and that therefore the subject had access to both her and young children. The mention of a replica firearm also raised great concerns.

Therefore, my next consideration using the NDM was considering the powers and policies and options and contingencies available to me. I deemed that a slow time approach, such as restorative justice, was not appropriate within this investigation due to the seriousness of the alleged offences involved. Therefore, my decision was to arrest the subject involved to provide immediate safeguarding to the victim and children within the organisation. A consideration that had to be made was that the subject was still a child himself and that the current time was approximately 0300 hrs. However, I liaised with the Custody Sergeant and explained the circumstances in advance to them and they stated that they would be happy to authorise his detention upon arrival. A further consideration that had to be made is that normally officers who attend the victim within a rape offence are not then allowed contact with the suspect as the individuals are considered as scenes and therefore cross-contamination must be avoided. However, I confided in my Sergeant and Inspector who were happy for me to arrest the suspect as the offences were historic so forensically there was no harm in cross-contamination. Ergo, I attended and arrested the suspect.

With regards to the CPIA (1996), it is an act of parliament that applies to all practitioners within the criminal justice system that dictates that management and disclosure of

information within an investigation. The act categorises information into three distinctions: evidence, unused material, and non-relevant material. The CPIA demands that in order to maintain fair trials, that all three types of above information must be disseminated to the prosecution and defence.

Within my role as a Police Constable, I have a responsibility to ensure the dissemination of this information. Whilst I was aware that due to the nature of the offences within this incident, that I would not remain as the Officer in Case but rather it would be transferred to the Rape Investigation Team and specialist trained RASSO officers, I still had responsibilities within the CPIA. Ergo, within this investigation I created the initial case file. This allowed me to compile the documents relevant to myself and enter them into the casefile that would later be sent to the Crown Prosecution Service and disseminated to the relevant parties. For example, I was able to upload my witness statement for the arrest of the suspect, a use of force form for handcuffing the suspect, and complete an investigation management document to ensure the continuity of the investigation.

With regards to the COE within this investigation, objectivity, leadership, and respect were the three I deemed as most vital. Being objective ensured that I did not let predisposed rape myths influence my decision or bias when taking an account from the victim. Leadership was crucial to display to the victim so that she had reassurance that I was a trusted authority figure who was going to do everything I could to investigate the highly sensitive incidents that she had disclosed to me. Finally, respect was also crucial to show to both the victim to build a rapport, but also my work colleagues as when dealing with a rape offence collaboration is required between different teams in order to provide the best outcome for the investigation.

The final stage of the NDM is to reflect. Overall, I am satisfied with the decisions I made within this investigation. With this being the first rape offence I had investigated, I felt pressure to achieve as it was critical that the victim felt reassurance and was not aware of my inexperience. However, I believe that the NDM was the foundation for all my decisions and that I utilised the COE to underpin these decisions. Additionally, I believe that I complied with CPIA legislation by ensuring that I had created a casefile and uploaded the necessary documents.

WORDS: 1925

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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.

Beadle, P. and Murphy, J. (2013). *Why are you shouting at us? The Dos and Don'ts of Behaviour Management*. A&C Black.

Bellis, M.A. and Hughes, K. (2008) 'Comprehensive Strategies to Prevent Alcohol Related Violence'. *Revue de L'IPC Review*, 2(3), pp.137-168.

Bohner, G. et al. (2009) 'Rape myth acceptance: Cognitive, affective, and behavioural effects of beliefs that blame the victim and exonerate the perpetrator', in Horvath, M.A.H. and Brown, J.M. (eds.) *Rape: Challenging Contemporary Thinking* (1st ed.) Willan.

Borton, T. (1970). *Reach, touch and teach*. New York: Hutchinson.

Cheng, C., Lau, H.B. and Chan, M.S. (2014). 'Coping flexibility and psychological adjustment to stressful life changes: A meta-analytic review'. *Psychological Bulletin*, 140(6), pp.1582-1607. DOI: <https://doi.org/10.1037/a0037913>

College of Policing (2024a) *Code of Ethics*. Available at: [Code of Ethics | College of Policing](#) (Accessed: 1 June 2024)

College of Policing (2024b) *Ethical Policing Principles*. Available at: [Ethical policing principles | College of Policing](#) (Accessed: 1 June 2024)

College of Policing (2024c) *National Decision Model*. Available at: [National decision model | College of Policing](#) (Accessed: 1 June 2024)

College of Policing (2018) *Tactical Planning*. Available at: [Tactical planning | College of Policing](#) (Accessed 7 June 2024)

College of Policing (2021) *Victims' Code for Policing*. Available at: [Victims' Code for policing | College of Policing](#) (Accessed: 5 June 2024)

Criminal Justice Act 1967. Available at: [Criminal Justice Act 1967 \(legislation.gov.uk\)](#) (Accessed: 7 June 2024)

Criminal Procedure and Investigation Act 1996. Available at: [Criminal Procedure and Investigations Act 1996 \(legislation.gov.uk\)](#) (Accessed: 1 June 2024)

CPS (2024) *Hate Crime*. Available at: [Hate crime | The Crown Prosecution Service \(cps.gov.uk\)](#) (Accessed: 5 June 2024)

- Domestic Abuse Act 2021*. Available at: [Domestic Abuse Act 2021 \(legislation.gov.uk\)](https://legislation.gov.uk) (Accessed: 1 June 2024)
- Firearms Act 1968*. Available at: [Firearms Act 1968 \(legislation.gov.uk\)](https://legislation.gov.uk) (Accessed: 1 June 2024)
- Gibbs, G. (1998) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Brooks University.
- GOV.UK (2024) *The Code of Practice for Victims of Crime in England and Wales and supporting public information materials*. Available at: [The Code of Practice for Victims of Crime in England and Wales and supporting public information materials - GOV.UK \(www.gov.uk\)](https://www.gov.uk) (Accessed: 5 June 2024)
- Gullon-Scott, P. and Longstaff, L. (2024). 'The prevalence of depression, anxiety, stress and their relationship to length of service in the UK police force', *The Police Journal*, 97(1), pp. 131-149. Doi: <https://doi.org/10.1177/0032258X221140813>
- Harkness, K.L. and Hayden, E.P. (eds) (2018) *The Oxford handbook of stress and mental health*. New York: Oxford University Press.
- Haugland, S., Wold B. and Torsheim, T. (2003). 'Relieving the pressure? The role of physical activity in the relationship between school-related stress and adolescent health complaints'. *Res Q Exerc Sport*, 74, pp. 127–35. DOI: 10.1080/02701367.2003.10609074
- Herrman, H. *et al.* (2011). 'What is Resilience?', *The Canadian Journal of Psychiatry*, 56(5), pp. 258-265. DOI:10.1177/070674371105600504
- Hjemdal, O. *et al.* (2006). 'A new scale for adolescent resilience: grasping the central protective resources behind healthy development'. *Measurement and Evaluation in Counselling and Development*, 39, pp.84–96
- Home Office (2023) *Hate crime, England and Wales, 2022 to 2023 second edition*. Available at: [Hate crime, England and Wales, 2022 to 2023 second edition - GOV.UK \(www.gov.uk\)](https://www.gov.uk) (Accessed: 5 June 2024)
- House of Lords (2024) *Victims and Prisoners Bill becomes Law*. Available at: [Victims and Prisoners Bill becomes law - UK Parliament](https://www.parliament.uk) (Accessed: 5 June 2024)
- Human Rights Act 1998*. Available at: [Human Rights Act 1998 \(legislation.gov.uk\)](https://legislation.gov.uk) (Accessed: 5 June 2024)
- Lazarus, R.S. and Folkman, S. (1984). *Stress, appraisal, and coping*. Springer publishing company.
- Lou, H., Chen, J. and Liu, P. (2023). 'The impact of adolescents health motivation on the relationship among mental stress, physical exercise, and stress symptoms during COVID-19: A dual moderation model', *Frontiers in public health*, 11, pp. 1164184–1164184. DOI: <https://doi.org/10.3389/fpubh.2023.1164184>.

- Malicious Communications Act 1988*. Available at: [Malicious Communications Act 1988 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/1988/16) (Accessed 1 June 2024).
- Mind (2019) *Nearly 8 in 10 police officers recently felt stressed, finds Police Federation*. Available at: [Nearly 8 in 10 police officers recently felt stressed, finds Police Federation - Mind](#) (Accessed: 31st March 2024).
- Ministry of Justice (2024) *Code of Practice for Victims of Crime in England and Wales (Victims' Code)* Available at: [Code of Practice for Victims of Crime in England and Wales \(Victims' Code\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/code-of-practice-for-victims-of-crime-in-england-and-wales) (Accessed: 5 June 2024)
- Orth, U. (2002) 'Secondary Victimization of Crime Victims by Criminal Proceedings'. *Social Justice Research*, 15(1), pp.313-325. DOI: <https://doi.org/10.1023/A:1021210323461>
- Penley, J.A., Tomaka, J. and Wiebe, J.S. (2002) 'The association of coping to physical and psychological health outcomes: a meta-analytic review'. *Journal of Behavioural Medicine*, 25(6), pp. 551-603. DOI: <https://doi.org/10.1023/A:1020641400589>
- Person, A. I. and Frazier, P. A. (2023) 'Coping strategy-situation fit vs. present control: relations with perceived stress in U.S. college students', *Anxiety, Stress, & Coping*, 37(2), pp. 219–232. DOI: 10.1080/10615806.2023.2217099.
- Police and Criminal Evidence Act 1984*. Available at: [Police and Criminal Evidence Act 1984 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/1984/60) (Accessed: 7 June 2024)
- Public Health Wales. (2016) *A Framework for Managing the Night Time Economy in Wales - Creating a Healthy, Diverse and Safe Night Time Economy*. Welsh Government. Available at phw.nhs.wales/services-and-teams/policy-and-international-health-who-collaborating-centre-on-investment-for-health-well-being/publications-and-resources-bucket/a-framework-for-managing-the-night-time-economy-in-wales-full-report/ (Accessed: 7 June 2024)
- Public Order Act 1986*. Available at: [Public Order Act 1986 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/1986/74) (Accessed: 5 June 2024)
- Rape Crisis England and Wales (2022) *Statistics about sexual violence and abuse*. Available at: <https://rapecrisis.org.uk/get-informed/statistics-sexual-violence/#:~:text=5%20in%206%20women%20who,for%204%20in%205%20men.> (Accessed: 1 June 2024)
- Selye, H. (1955) 'Stress and Disease', *The Laryngoscope*, 65(7), pp. 500-514 DOI: <https://doi.org/10.1288/00005537-195507000-00002>
- Sexual Offences Act 2003*. Available at: [Sexual Offences Act 2003 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2003/62) (Accessed: 1 June 2024).

- Shea, L. and Harpool, D. (1988) *Tactical Communications Training for Conflict Diffusion*. Washington DC: Federal Bureau of Investigation. Available at: [130933NCJRS.pdf \(ojp.gov\)](#) (Accessed: 7 June 2024)
- Smith, O. and Skinner, T. (2017). 'How Rape Myths Are Used and Challenged in Rape and Sexual Assault Trials', *Social and Legal Studies*, 26(4), pp.441-466. DOI: <https://doi.org/10.1177/0964663916680130>
- Thomas, A. (1993). *Study Skills*. Oregon: Eric.
- University of Huddersfield (2016) *170,000 hate crimes go unreported in the UK each year, according to new research*. ScienceDaily. Available at: [170,000 hate crimes go unreported in the UK each year, according to new research | ScienceDaily](#) (Accessed: 5 June 2024)
- Vaughan, J. (2021). *Supporting Victims & Witnesses*. Available at: [Victims and Prisoners Bill becomes law - UK Parliament](#)
- Victims and Prisoners Act*. (2024). Parliament: House of Lords. London. Available at: [Human Rights Act 1998 \(legislation.gov.uk\)](#)
- Winchester, N. (2021). *Commission on Alcohol Harm: 'It's Everywhere' -Alcohol's Public Face and Private Harm*. House of Lords. Available at: [Commission on Alcohol Harm: 'It's Everywhere'—Alcohol's Public Face and Private Harm - House of Lords Library \(parliament.uk\)](#) (Accessed: 7 June 2024)

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
--

Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed: 

Date: 27/06/24