



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

The first 6 months of being an attested Police Officer has been somewhat challenging. I felt a huge sense of pride the day of my attestation, but I knew that the times that would follow over the next few months would likely induce stress. Stress is defined as “a state of mental or emotional strain or tension resulting from adverse or demanding circumstances” (Oxford Dictionary, 2019)¹. From my time in Police training, I knew that my future role as a Police Officer would place me in adverse situations, as noted in the definition, such as dealing with sudden deaths and people who are suffering from mental health issues. Recent studies have shown that 20%-40% of calls that officers attend is in relation to mental health (Kotecha and Golding, 2023)². I also knew that it would be demanding by having to improvise during difficult situations whilst applying the policing principles I have been learning to situations. It became apparent, during training, that I would need to establish a coping mechanism for stress to ensure resilience in my new role. This essay focuses on how I developed this coping mechanism throughout Police training.

For me, dealing with workload stress is something that I have been used to whilst completing my studies within school and then later onto my degree. Over the years, the way in which I have managed stress has altered to suit several altering factors, including, age, other commitments, and different levels of challenges. Becoming an attested Police Officer and then having to learn a completely new job role, work a full-time job, albeit in training school, and revise in preparation for my two exams meant that the way in which I dealt with stress had to alter again. Understanding how to manage time effectively was an important foundation of managing stress and being resilient whilst in training as I found it challenging to manage my workload of going to work each day and then continuing to revise and understand the new legislation and policing terminology, I had been taught that day. I decided to utilise Lakein's (1993)³ time management model and delegate my priorities by importance to help manage my time, before thinking of ways to combat stress. As such, my revision came paramount, closely followed by half-marathon training, social life

¹ Oxford Languages (2019), In: Oxford English Dictionaries. Stress. (Accessed on 29 December 2023)

² Kotecha, S and Golding, C (2023), 'Increase in mental health callouts received by police over past five years', BBC News, Available at: Increase in mental health callouts received by police over past five years - BBC News, Accessed: 17/12/2023

³ Lakein, A. (1993) *How to get control of your time and your life* by Alan Lakein. Aldershot, Hants: Gower.

and then finally online Spanish classes, in that order. Listing these commitments in order was useful to establish what I needed to help balance. Overtime, it was obvious I had to pause my Spanish classes to save time for revision and the time management model helped me decide this.

In addition, my time in Police training school also coincided with my training to run Cardiff Half Marathon in October 2023. This meant that I had to find a way to balance work, revision, running training and any other social activities or commitments. At this time, I was abiding by a strict training plan for my running that involved 4 set runs a week. Within the first few weeks of Police training, I found managing my running training plan alongside work very difficult. I admit to lacking motivation in relation to both running and revising for my exams. It was important for me to find a balance that suited my new lifestyle, as I was seemingly stressed about the half marathon but also my revision. As such, I decided that to be resilient, limiting pressure to find a balance was important and as per an article published in *Perspectives in Public Health*⁴ (2010) that I read, running and other physical activities can aid with stress resistance. As such, I decided to run every Sunday and then in the week whenever I found motivation or time to do so. As my first exam was getting closer, I noticed that I began to run more. At first, I thought this was to delay my revision starting time after work, however, I soon realised that running had become my stress-management coping mechanism. I did not put pressure on myself to run long distances, I ran for however long I wanted to but then would feel that my head was cleared in time to revise.

As the second exam approached, I decided that no running-plan was the best form of a plan and to run whenever I felt like I wanted to. This relieved the pressure of having to revise for my exams and to also train for my half marathon. This approach worked well for me, and I think that allowing for this change in plan to manage my stress is shown to have been successful as my second exam results in Police training school were predominately higher than my first. I think this reflects allowing my stress determining when I wanted to run. Establishing this was important for me as a study by Health and Safety Executive (2000) found 20% of Police Officers to be either “very” or “extremely” stressed⁵. I therefore needed to find an effective stress-management technique for going forward.

Through advice received from other colleagues and as researched online, I also attempted to manage stress and ensue resilience using Mindfulness Based Stress Reduction (MBSR). This involved trialling mindfulness each day for 20 minutes as a process to relieve stress and calm the mind. MBSR has been proven to reduce stress, anxiety and depression⁶ and I therefore thought that it would be useful to practice, however, for me, it did not work as effectively as running. I did think it was important to trial other methods, however, this emphasised the effectiveness of running for me.

⁴ Shipway, R. and Holloway, I. (2010) ‘Running free: Embracing a healthy lifestyle through distance running’, *Perspectives in Public Health*, 130(6), pp. 270–276. doi:10.1177/1757913910379191.

⁵ Health & Safety Executive (HSE). The Scale of Occupational Stress. The Bristol Stress and Health at Work Study, Contract Research Report 265/2000:212-218. HSE, 2000

⁶ Grossman, P. et al. (2003) ‘Mindfulness-based stress reduction and health benefits: A meta-analysis’, *Focus on Alternative and Complementary Therapies*, 8(4), pp. 500–500. doi:10.1111/j.2042-7166.2003.tb04008.x.

As such, I found that running was an effective way to managing my stress throughout my first 6 months of being an attested Police Officer. Not only did it feel like I was accomplishing something, which was training for my half marathon, I also had time to disengage from revision and the challenges brought forward by work. Finding this useful method of stress relief is something that I am to take forward into my time on response. Although the shift patterns change, I can only imagine that the challenges will intensify, and I am relieved to have found a stress management technique that works for me before entering the next step in my career.

1043 words

Task 2

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

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

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

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

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

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

ANSWER:

Prior to becoming a response officer, I was of the viewpoint that I would be involved in conflict daily and that most calls or situations I would attend would be consumed with conflict and violence and would require me to become physical to gain control or to help others. In the past 10 weeks of being a response officer there have been very few occasions so far in my policing career where conflict has arisen during an incident, as my aim has been to approach all situations with care, consideration, and respect. This essay will highlight the ways in which I have dealt with conflict as a response officer, and whether these strategies have been successful and what I would do differently in my future career, using Borton's Reflective Model (1970)⁷.

An example of dealing with a conflict situation in policing can be taken from one of my first arrests whilst on response. My tutor and I conducted arrest enquiries for a suspect who had committed a fraudulent offence, with the suspect being a female well-known to the local policing area. As such, we were aware that conflict could arise from this arrest due to the female's warning markers on her profile NICHE confirming her to have been violent in the past. I feel that often, warning markers on a person can provide a false perception of what will happen when attending an incident as well. However, I utilised these warning markers and ensured that I went into her property being aware that she has previously carried a knife in her sock and that she has been violent towards officers in the past. Upon arriving at her property, she was arrested and remained completely compliant throughout being cautioned. As such, it was evident that utilising warning markers for a suspect was essential.

The suspect emphasised she did not know what fraudulent activity we were referring to but remained compliant. As defined in section 32 of the Act (Police and Criminal Evidence Act 1984)⁸ which allows an officer to search for evidential items that could be used to support

⁷ Borton, T. (1970) *Reach, Touch and Teach*, London, Hutchinson

⁸ Police and Criminal Evidence Act 1984. 32

an investigation. As such, my tutor searched the suspect's home address for a mobile phone and bank cards that could link her to the fraudulent offence whilst I waited in the living room with the suspect. For approximately 20 minutes, I engaged in conversation unrelated to the offence with the suspect whilst she was not handcuffed. At all times she was compliant despite her numerous warning markers suggesting she would be uncompliant. Upon reflection, it is important to be aware of potential warning markers but use effective communication skills to gauge how to deal with the situation you're in.

Upon conveying the suspect to custody, I conducted a negative search of the suspect under section 32⁹, which also allows for a search of the arrested person to be conducted at the time of arrest. Throughout this, the suspect remained compliant and engaged with us, however, due to a warning marker that the suspect had previously concealed drugs when arrested, we decided that handcuffing her was the most appropriate option to ensure that she would not be able to do this. As such, after conveying her to custody I had to fill out a 'Use of Force' form to explain my reasoning behind handcuffing, however, it was not because she was violent, dangerous or uncompliant. It was solely to ensure no further offences of concealing drugs were committed. The whole incident did not involve any real force, which is defined in the Oxford Dictionary¹⁰ as "coercion or compulsion, especially with the use or threat of violence". With this example, no conflict arose despite the warning markers on NICHE for the detained person. However, it is also an example of how warning markers are proven to be useful and necessary. There was no conflict at the incident, however, handcuffing was considered to be essential and justified. When reflecting on this incident, I would act in the same way if I were to enter a similar situation. My tutor and I entered the situation with an understanding of the suspect due to NICHE warning markers and also a calm and appropriate attitude that was then matched by a compliant suspect. This allowed compliant handcuffing to take place, avoiding conflict. We utilised policing terminology in this instance but did not let it encourage conflict to arise.

For myself, as a response officer in Pontypridd, the times that I have had to deal with the most conflict is whilst working a Pontypridd After Dark shift. This is a night shift over a weekend where you are an officer patrolling the high street of Pontypridd during its nighttime economy hours.

It is during these shifts that we deal with a large number of people with there being approximately 2000 or more members of the public engaging in the nighttime economy at once. The majority of the people in Pontypridd at this time are intoxicated from alcohol or drugs and "*evidence suggests that substance use provides a provocative context for violence.*"(Fagan, 1993)¹¹ And this is consistent with more conflict taking place when working this type of shift and being involved in incidents where the majority of people are intoxicated.

Often people pass by and start conversations with us, about the weather or about being officers in general and I try to engage as best I can. This is because you see most people more than once on a shift like this, as they start their night and end their night. Building rapport has been considered a very effective strategy in policing, especially in relation to interviews, however, I have utilised this throughout other aspects of my policing career, specifically whilst working a Pontypridd After Dark shift. "Rapport-building approach will yield the best results...to develop a common understanding and respect" (Williamson,

⁹ Police and Criminal Evidence Act 1984. 32

¹⁰ Oxford Languages (2019), In: Oxford English Dictionaries. Force. (Accessed on 13 December 2023)

¹¹ Fagan, Jeffery. (1993) Violence and the Public's Health: *Interactions Among Drugs, Alcohol and Violence*. 12(4)

2006)¹². Although Williamson is referring specifically to police interviews, I feel as though this approach of building rapport can be utilised to combat and avoid conflict in certain circumstances.

An incident where building rapport was important in relation to a conflict situation was in a fight that happened on a Pontypridd After Dark shift. Myself and several other officers on my team had been patrolling the high street all night, ensuring that issues with nighttime economy were limited. Earlier on in the evening myself and other officers had engaged in conversation with a group of boys on their way to a night out. They had consumed alcohol when speaking to us earlier in the evening whilst we had spoken to them for approximately 20 minutes about their earlier rugby game that they had played, as well as our shift pattern and other general conversation. After this, they entered one of the clubs and we continued with our patrols. As the nighttime economy came to an end, a boy was asked to leave one of the clubs for being too drunk meaning that we attended the club to help the security staff. The boy was around 20 years old and was clearly intoxicated from possibly both alcohol and drugs. He was annoyed that he had been asked to leave and was demanding that his brother who was in the club came out to him but the security staff would not aid him with this request. We assisted by explaining to the boy that he had to leave and directed him to the taxi station in the town centre. We entered with calm but authoritative requests and advice, which he reciprocated at first. This is an example of the effectiveness of the Betari's Box¹³ approach to policing. The approach alludes to the idea that our attitude and behaviour will reflect the attitude and behaviour of those that respond to us. As such, my thought process behind speaking to the boy who had been asked to leave with calmness whilst delivering instructions to go to the taxi station was so that he reciprocated this attitude. The idea behind Betari's Box is that two negative attitudes will continue to influence each other¹⁴, hence why it was important to attend this boy with calm attitude. Despite my attempts at this, the security staff were still verbalising why the boy was asked to leave which was causing him to become agitated leading to him lashing out and physically kicking the officer in front of him. This resulted in officers having to take this boy to the floor in order to restrain him. It was at this moment that crowds started to form in order to watch the altercation, so myself and other officers began to usher these people away from the incident. His brother and approximately 6 friends then left the club to which I felt would only add to the conflict as the boy was still requiring restraining from my colleagues. This meant that there would be more of his friends than officers, which could cause a problem. However, I soon noticed that his friends were the boys we had engaged in conversation with earlier that evening and instead of adding to the conflict, and despite also being intoxicated, they helped calm the boy down and did not become violent or cause us any issues.

I have established, whilst working on response, that a lot of the language surrounding response policing alludes to conflict, violence and force. My perception of being a response officer before becoming one was that I would be involved in conflict situation at every incident I attended, however, I have since realised that there are numerous ways of managing conflict and also that certain terminology does not mean conflict has happened, and therefore, very few policing incidents actually involve conflict.

¹² Williamson, T. (2015) *Investigative interviewing: Rights, research and regulation*. Cullompton: Willan.

¹³ *The betari box model - wellbeing articles* (2022) Revolution Learning and Development Ltd. Available at: <https://www.revolutionlearning.co.uk/article/the-betari-box-model/> (Accessed: 6 December 2023)

¹⁴ *The betari box model - wellbeing articles* (2022) Revolution Learning and Development Ltd. Available at: <https://www.revolutionlearning.co.uk/article/the-betari-box-model/> (Accessed: 6 December 2023).

I have established that a lot of people on our NICHE systems have warning markers, often for violence, and this does not mean that they will be violent and that conflict will arise. Instead it is important to use the warning markers as a safety tool that allows you to react to conflict if it is to happen. It can also be noted that using appointments such as handcuffs does not have to be as a result of a conflict situation, or it does not mean that conflict has taken place. Handcuffs, and their 'Use of Force' forms can be a safety measure for both yourself and the detained person, and complaint handcuffing is common and an accepted method.

Subsequently, conflict can be managed through various approaches. For me, the approach of Betari's Box is the most effective and useful as a response officer. I approach each incident calmly, yet authoritatively and in most circumstances this attitude is met. This is a very useful tool for managing conflict, and gaining control over a situation that could result in conflict. Most importantly, in all circumstances, building a good rapport with people is a very useful way of managing conflict. In both incidents outlined above, I built rapport with people to ensure conflict was managed. As such, my opinion of response policing since becoming a response officer is that conflict situations can usually be managed effectively with the right tools and that not every incident is conflict related.

Using Gibbs' Reflective Cycle (Gibbs, 1988) my approach towards a conflict policing situation is to address it with a calm mindset and respect, in most cases, this is reciprocated back from the offender as they match the way in which you approach them. Therefore, I conclude that building rapport helps to manage conflict, and I will plan this into all future approaches to incidents.

1924 words

Task 3

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

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

Critically explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as 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:

During my time as a response officer, it has become evident to me that it is at response level policing where the investigation begins in relation to a reported incident or a crime. Responding to a call is the first piece in the puzzle for an investigation as it is where you learn about the foundations, background, intentions and impact of an incident or a crime. This is why it is integral for response officers to consider the future investigation process and obtain as much relevant information as possible, whilst also providing any victims, witnesses, or subjects with a high level of policing professionalism. This essay will establish my considerations for the victims code of practice in relation to investigating a crime and reflecting on how I did this.

In relation to the metaphor of a police investigation being a puzzle, it is not very often that one response officer will follow through with obtaining most pieces of the investigative puzzle for one sole incident, including responding to calls, obtaining statements, providing updates, gathering evidence, arresting suspects and then also interviewing a suspect before their charging decision is made. Whilst doing all of these roles, following the Victims Codes of Practice and putting the victim at the forefront of an investigation is important and as per a College of Policing survey, 70% of people said that they were kept informed of progress of their case¹⁵. We are encouraged to do this, and this case allowed me to do so.

The figures previously mentioned in relation to response officers feeling stretched for time and being unable to complete all necessary elements of the investigation process for a single incident is something that I can relate to. However, I was fortunate enough to investigate a domestic violence related common assault that allowed me to gather almost every response level policing puzzle for the investigation process.

¹⁵ [PowerPoint Presentation \(college.police.uk\)](https://college.police.uk)

The incident was in relation to a common assault that took place between two first cousins, which is defined under section 63(1) of the Act (Family Law Act 1996)¹⁶ as satisfying the conditions of two people being considered a “relative” in law. As such the incident that took place between the victim and the suspect would be considered a domestically violent related incident. It was reported to the police by the victim that she was assaulted one evening at a local Public House, by her cousin, the subject. The report was made by the victim a few days after the incident, meaning that it was not considered to be an emergency call and officers did not need to attend immediately. However, due to the assault aspect of the report and also the fact that the victim and the subject were closely related, it was deemed imperative that officers responded as soon as they could to gather further information and to safeguard the victim.

As such, I was the first to attend this incident along with my tutor. As previously noted, the report was a late report, but we attended as soon as operationally feasible. I contacted the victim via her mobile to arrange a time for her to speak to us about the incident and she said that she was available to talk at the time of the call but was not able to spend time giving a statement, as she was due to start work soon. Although it was important for us to obtain a statement, I considered the Victims Code of Practice¹⁷ and thought it would be beneficial to obtain any relevant information from the victim as soon as possible, instead of waiting for a time she would be available to give a statement. I decided this because by speaking to the victim that day I could obtain a better understanding of what occurred during the incident as opposed to the 101 report given, obtain details of the victim and any children she had in order to submit a Public Protection Notification as soon as possible to safeguard the victim and to build a rapport with the victim to ensure she felt her needs were met by officers. Upon reflection, this decision was beneficial as I then had the time to research into what satisfied a “domestic relationship” in law, as the victim disclosed that she was first cousins with the subject, but to also research relevant legislation around related incidents and complete the correct South Wales Police safeguarding procedures. At this time, we arranged to take a statement in two days’ time, when the victim was able to give her full time and attention as her statement would be imperative to the investigation.

Whilst responding to other calls and waiting for the arranged time to visit the victim to obtain a statement from her, I had completed some research in relation to domestic violence related incidents. Within my research I had identified a new intervention that had recently been introduced in relation to Domestic Violence and Abuse incidents. The CARA model, which stands for Cautioning and Relationship Abuse allows for a conditional caution to be given to a perpetrator with the aim of helping to manage their behaviour in a domestic abuse situation¹⁸. The idea behind CARA is for it to be used on initial domestic incidents with the aim of decreasing the likelihood of reoffending, providing safeguarding and incentive for both victims and offenders¹⁹. Having done my research and discussed with numerous colleagues, I believed that the CARA intervention would be applicable in this instance. I explained the process and the idea behind the CARA intervention to the victim who thought that this was the best outcome for her report, as she did not want to see her

¹⁶ Family Law Act 1996. 63(1)

¹⁷ Ministry of Justice (2023), Code of Practice for Victims of Crime in England and Wales [Online]. Available at: Code of Practice for Victims of Crime in England and Wales (Victims' Code) - GOV.UK (www.gov.uk). (Accessed 1 January 2024)

¹⁸ *Project cara: Cautioning and relationship abuse* (no date) *Project CARA: Cautioning And Relationship Abuse – Hampton Trust*. Available at: <https://hamptontrust.org.uk/program/cara/> (Accessed: 10 December 2023).

¹⁹ *OB/GYN: Project cara* (no date) *MAHEC*. Available at: <https://mahec.net/obgyn/project-cara> (Accessed: 10 December 2023).

cousin be harshly prosecuted but felt that for her safety, she had to report it. I found whilst investigating this incident that regular victim contact was useful to the investigation, and she was very much appreciative of this and this also satisfied updating the victim regularly, as per the Victims Code of Practice²⁰. I also found that researching this intervention was useful for me in the future as the Force regularly highlights taking positive action with domestic abuse incidents and it was good to do this research for any future domestic incidents I tackle. As this intervention is fairly new and has been used very few times within South Wales Police, I provided a lengthy update on the system to justify my reasoning behind why I thought the CARA intervention was applicable here.

The next piece in my investigative puzzle was obtaining statements from the victim and witnesses in order to try and paint a picture of the incident. The suspect, in this case, did not have much information on his NICHE profile, so obtaining statements was not only pivotal for the investigation but also for myself and my tutor who would then be arresting him. There were numerous witnesses mentioned in the statements I obtained, however, it soon becomes apparent that not everyone wants to engage with police contact, which is a challenge in itself in order to paint a wider picture. This was another opportunity to provide the victim and also witnesses to this assault to have a voice in relation to the incident.

After obtaining all relevant evidence for this assault, including that of CCTV from the location the assault happened, I had satisfied the evidence-based investigation procedure followed by South Wales Police and it was time to arrest the suspect. His linked address on NICHE was negative, which meant that my colleagues and I conducted lengthy arrest enquiries at numerous addresses provided to us by the victim, witnesses and associates of the suspect. Unfortunately, these all returned negative. This is a time in policing where it is easy to feel disheartened and defeated, however, it is essential to continue to be dedicated to the reason we are conducting such enquiries, and that is for the victim and for justice. Soon enough, the suspect contacted us directly and arranged a time to come to the police station to be arrested. As such, I arrested the suspect and conveyed him to custody where he was to be interviewed. I did not interview him as it is a South Wales Police Procedure for a dedicated team to conduct domestic abusive related interviews as part of their positive action plan to tackle domestic incidents. The suspect did not have a solicitor in interview and admitted to the assault, however, stated he was provoked by the victim. Regardless, after interviewing it was deemed that my earlier justification as to why the CARA intervention was applicable was correct and this could be used. I updated the victim with this news, and she was happy with all of the work South Wales Police had done. I can also only imagine that the offender, being a first-time offender, was also happy with the work. In this instance, the CARA intervention was useful, justified and effective.

In conclusion, this case has been extremely important in my tutorship period on response. It has really tested my knowledge of legislation but also my confidence in piecing together pieces of the puzzle of an investigation. Behind the scenes of all of the active investigation elements, such as obtaining statements and arrest enquiries, I had to submit numerous updates on our system and conduct research for my choices. For me, it was important for me to work closely with a victim, and especially that of a victim of domestic abuse as the Force take such reports very seriously. I applied the Victims Codes of Practice to all of my decision making, and regular updates for the victim proved useful in terms of deciding whether the CARA intervention was applicable or not. As such, playing a significant role in

²⁰ Ministry of Justice (2023), Code of Practice for Victims of Crime in England and Wales [Online]. Available at: Code of Practice for Victims of Crime in England and Wales (Victims' Code) - GOV.UK (www.gov.uk). (Accessed 1 January 2024)

the investigation process allowed for an effective investigation to take place, where offences were dealt with correctly, victims were dealt with empathetically and suspects were dealt with effectively.

1656 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

During my time as a Police Officer I have been involved with a number of offenders for different offences, and had to deal with them in accordance to the rights that they hold and dependant on their needs, as per The Police and Criminal Evidence Act 1984 (PACE)²¹. As such, I have found it important to have the ability to utilise the National Decision-Making Model (NDM) to adapt the way in which I police certain parts of an investigation. A time in which I had to apply the NDM, consider the code of ethics and adhere to responsibilities set out by the CPIA is that of assisting male officers with an uncompliant female offender in custody. My assistance led to me being an integral part of the investigation process in which I had to deal with the offender myself. The situation was somewhat of a learning curve for me, and this essay will detail my review of the part I played in the investigation through use of Borton's Reflective Model (1970)²².

In accordance to Borton's Model, this part of my essay establishes what happened in relation to the incident. As such, I was working in the Police Station that is also attached to custody and two male officers had detained a female in relation to an armed robbery. The male officers came to ask for female officer assistance as the detained female was becoming agitated and inappropriate with them. As such, I and another female came to assist. The issue was that there was only one Sergeant in custody that evening and the time in which the officers brought the detained female into custody coincided with that of custody change over time, meaning there would be a delay in authorising her detention. The detained female had therefore been in the holding cell for almost an hour, and was therefore becoming agitated. It was clear upon my attendance that she had taken a dislike towards the two male officers she had been with, and this was causing her agitation to worsen. Altogether, the

²¹ Police and Criminal Evidence Act 1984

²² Borton, T. (1970) *Reach, Touch and Teach*, London, Hutchinson

female was in the custody holding cell for near enough 3 hours, two of which I was assisting with her for. Her mood would change throughout this time, one minute she would be calm and appear tired, the next she would become aggressive and agitated. Due to the rapport I had built with the female, and also the fact that she did not like the other officers that had been with her, it was decided that I would be the best officer in this instance to conduct her search and seizure of her clothes for evidence under section 32 of PACE²³, and take hand swabs from the female. As such, I was now involved in the investigation of an armed robbery.

As a result of her agitated and clearly distressed behaviour, during the time spent with the female I decided to befriend her to encourage her compliance but also to ensure she remained as calm as possible. As such, I utilised the time with the female to engage in conversation with her and begin to gain her trust by speaking to her with respect and courtesy, whilst also applying authority when the female would become agitated and hit her head against the cell door, for example. At this point, I ensured I applied the Code of Ethics²⁴ to the way in which I engaged with the female, as this is at the forefront of the NDM. I ultimately began to 'befriend' the detained female during this time. It was at this stage I began to build a rapport with the female, and I would therefore be helping conduct the further investigation of the offense she had been arrested for.

Ultimately, from being part of this investigation I learnt several things going forward. It became even more apparent to me that engaging with an offender and 'befriending' them appropriately was an effective style of policing for me. I am aware this is controversial, and a lot of officers would not agree with this, however, especially in this circumstance it meant that the detained female respected me, listened to me and engaged with me. I feel that this is because I also showed her respect, by engaging in conversation about life. On reflection, I can see that this allowed for her to trust me. I usually utilise type of approach with a victim, however, I used the NDM when meeting the female and initially assessed the risks to the situation, which would be the female being so uncompliant and agitated she would hurt herself and potentially end up in hospital. As such, I identified my options with the female and found that I could either take the approach of making her sit in the holding cell, with the door closed and handcuffs to the rear for 2 hours causing her distress and agitation, or I could let her sit on the floor, with the door open and no handcuffs on whilst talking to her. The latter option worked effectively, as the female thought that she had some control over the situation, but really it was me who was controlling her agitation and allowing for an easier 2 hour wait. This approach worked effectively in this instance; however, I had my handcuffs ready at all times should have become a danger to herself or to one of us and required handcuffing. Upon reviewing this approach, I would utilise this again as the female then became compliant with me, would listen to me and would calm down if I spoke to her. This meant that our time in the custody holding cell was as safe as possible, despite the waiting time agitating those involved and I had then built a rapport with the female that required me to be involved in the investigation.

Upon reflection, I also look at the time I spent with the female seizing her clothes and conducting the hand swabs. I completed these parts of the investigation with the aid of another female officer and it was essential for us to abide by the responsibilities set out in the Criminal Procedure and Investigations Act 1996²⁵ (CPIA). Specifically, regarding the CPIA and my role in this investigation, I had a responsibility to identify any vulnerabilities of the female and she disclosed to me during our time in the custody holding cell that she was

²³ Police and Criminal Evidence Act 1984. 32

²⁴ College of Policing Limited (2014), *Code of Ethics* [Online]. Available at: Code of Ethics 2014 (publishing.service.gov.uk) (Accessed 21 December 2023)

²⁵ Criminal Procedure and Investigations Act 1996

pregnant. This meant that my attitude going forward would alter, specifically in relation to requests such as needing to use the toilet numerous times and asking for more water. It was important for me to remember that despite being an offender, she was also still a person. Upon reflection, this is something I should consider in all future investigations too. The nature of the offense meant that forensics were vital evidence in this investigation, and it would be important to abide by the CPIA. As such, it was my duty to retain any material that could be used in evidence, including the females clothing and hand swabs.

Reflecting on the rapport and relationship I built with the female, I can see that in future, I need to work on my level of trust with an offender. Despite previously stating in this essay that the rapport I had built with the female through 'befriending' her being successful, it also meant that I dropped some barriers that I shouldn't have dropped. When conveying the female to a private room in custody for her clothes to be seized and her swabs to be taken, she was put in handcuffs as after applying the NDM, this would be the safest way to convey her round a busy custody. I appreciate that due to the rapport I had built with her, my attention to detail was weakened and when conveying her through custody she hit a hand sanitiser station on the wall and sanitised her right hand. At this moment, the female was in my care and I was the officer with her, and unfortunately, this would now mean that the hand swabs that were needed would be less effective and accurate as a result of her sanitising one hand. Reviewing my actions, I should have had less trust in the detained female. I thought that because she had shown me respect and had been complaint with me, I could trust her to not jeopardise the evidence. Fortunately, there is positive CCTV footage of the offence she committed and other evidential leads that confirm she is responsible for the robbery, however, if there hadn't have been, I could have jeopardised the case completely by not paying enough attention to detail.

Going forward as an officer who will have numerous integral parts to play in an investigation, I have now learnt that my 'befriending' approach to offenders will more often than not work in relation to gaining respect and compliance. However, I will remember for the future that although they have befriended me, I must not become complacent in regard to my responsibilities.

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.

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Signed: J MORGAN

Date: 02/01/2024