

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

**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/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](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](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<br>1,500words |
|          | Confirmation of Confidentiality and Plagiarism<br><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:

Mental health has been increasingly growing and at a forefront within Police officers (Demou et al, 2020), due to being placed in risky situations. This can be triggered through factors such as physical harm, violence, shift work and burnout. These multitude of factors signpost why police officers have a greater resilience and most frequently develop coping strategies that suit them early on in their career. The following essay will aim to discuss and compare two coping strategies, exercise and reading, that I have applied to develop resilience and minimise stress throughout my initial six months training. Not only do these strategies fit my schedule but help relieve the adversity of stress. I will be structuring this essay using the Gibbs Model of Reflection (Gibbs, 1988), which delves into self-reflection by putting an emphasis on feelings that I have felt. This essay shall also take into consideration what coping strategies are through the psychological 'Transactional model of stress and coping strategy' proposed by Lazarus and Folkman (1984). They suggest that a person processes a stressful situation through three taxonomies': relational, motivational, and cognitive (Lazarus, 1966). There will also be further research into how both stress and resilience can be developed through these.

Coping strategies can vary in multiple forms dependant on an individual's needs. They consist of both specific psychological and behavioural characteristics suited to that person's needs that aid a response to internal and external challenges. Through Lazarus and Folkman's theory (1984), they suggested that through stressful situations, coping mechanisms can be adopted through either problem focused or emotion focused styles. Their objective was to better understand and recognise stress is caused by interactions and your response to that stimuli. Folkman (2004) further developed this theory and proposed that coping mechanisms consists of four significant categories; problem focused, focusing on the problem causing the stressors, emotion-focused, minimising negative emotions connected with the problem, meaning-focused, delving into cognitive strategies and lastly social coping, through seeking support peers in their communities. Understanding coping strategies with appropriate mechanisms decrease multiple health risks and reduce the risk of formulating maladaptive ones.

In relation to stress, according to The World Health Organisation (2023) it's a state of worry, produced by the body's natural reaction to challenging situations and governs people each day. Stress first derived through the research of Claude Bernard who proposed that organisms affected by a stressor go back to its homeostatic state (1865/1961). In layman's terms, the body tries to relieve back to a stable and well-balanced environment. This was then further developed by Hans Selye

(1907/1982) proposing a modernistic approach that stress is non-specific. Selye put forward the notion that after experiencing an alarmed state, an adaptation or resistance follows resulting in the stress subsiding through coping mechanisms. This further highlights how coping strategies and stress are widely associated.

According to the American Psychological Associations (2022), they refer to resilience as an adaptive way to overcome “difficult or challenging life experiences”. Resilience varies within individuals through their own life experiences and that learned capacity of how to deal with those situations (Pemberton, 2015) with the ability to ‘bounce forward’ (Hass, 2016).

One important thing that I believe plays a vital part in relieving stress is exercise. Exercise is something I do frequently. I aim to do some form of exercise whether that’s going to the gym or going for a run around five times a week. It is something that I have grown up doing and enjoy continuing into later life with me. There is a profuse amount of research stating the interrelationship between the mind and body when it comes to exercise, many of which proposing exercise is associated with reduced state anxiety to decreased levels of mild to moderate depression (Centre of Diseases Control & Prevention, 2023). When considering what relation exercise has to reducing stress, numerous studies show it increases endorphins within the brain and improves moods (Mayo Clinic, 2022). Endorphins are neurotransmitters that bind to receptor sites of the brain which induces a euphoric state and reduce pain (Harper & Sutton, 1984).

Throughout the six months I felt as though I struggled coping with being sat down for long periods of the day and I was not used to that. This led me to develop further coping strategies to get more exercise in such as going for walks during breaks. Having gone to the gym either before or after I started work throughout the six months, I felt as though I had more energy those day compared to when I didn’t go. It also allowed my mind to free up a little, having distraction upon revising for the upcoming exams.

Secondly, reading is also something that I undertook throughout the six months. According to a study undertaken by the University of Sussex, they found reading can reduce stress by 68%, (David Lewis, 2009). It is a form of relaxation that I use to switch off from everyday life and immerse into a book of fiction. Emory University (2013), found in their study of 21 students reading for 19 days, those who participated had greater connectivity in the left temporal cortex than those who didn’t participate.

When looking at the comparisons between reading and exercise they are on different spectrums. Whilst it’s proven that reading can lead to better night’s sleep from the reduction of stress (The Reading Agency, 2023), exercise on the other hand especially late at night can make some people feel more awake through those neurotransmitters. For myself it really depends on what mood I am in, some days I am exhausted and opt for a less taxing form of distraction which is reading in comparison to exercise. As exercise is something I regularly do I find myself in that habitual state where it is automatically incorporated into my schedule as opposed to reading which I have to make time for.

In terms of looking at resilience within both coping strategies named above, I feel exercise is something that builds more resilience. For me, it’s a way of pushing myself that bit further whether it’s a weighted personal best I want to achieve or opting for a timed run. Once you persevere and hit that personal best you strive for the next one. I feel this has a better incorporation into policing as my aim is to do better each time I undertake a situation, you learn from what you did last and you’re pushing to do even better, similarly linking to muscle memory. You can reflect on what you have done and know where you would like to improve on next time.

WORD COUNT: 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:

Conflict is a term that refers to a disagreement between parties which could include views, beliefs and/or opinions. Summer and Cooley deem conflict as being a basic exchange that occurs through interaction socially amongst people (1906/1909).

When we look at frontline officers and their duties, conflict is routinely. This can include situations where people are aggressive and violent, and not only are police officers putting themselves in danger, but they're also protecting the public by de-escalating these situations (College of Policing, 2020). When we consider what conflict police officers may face, these can be situations amongst the public, intragroup or institutional as well (Driskell and Salas, 2018). When we look at how officers may face internal conflict, this can be seen by the prolonged exposure to stressful situations which then limits attention and social cues amongst peers (Ellis and Pearshall, 2011). With conflict not being a linear path, officers are tasked with determining the level of conflict subjectively by individuals involved. There are multiple theories that delve into why conflict may evoke in situations. Gurr (1969) put forward the notion of conflict consisting of six phases. These six stages outline and distinguish the severity of conflict; dispute, crisis, limited violence, mass violence, abatement (de-escalation) and settlement, all of which have some aspects to what police officers may face. This similarly links into the stages which are used by Complex Emergency Response and Transition Initiative projects (Leaning & Arie, 2000). When we consider the psychological aspect between conflict and the mind, such anxiety is unconsciously underlying. Such anxiety being triggered, subsequently brings less rational thinking (Britania, 2020), triggering the bodies fight or flight responses (Simply Psychology, 2023).

This essay will explore an incident which involved a conflict situation that I was amongst very early on in my policing career, through the Integrated Reflective Cycle model (Bassot, 2013). It will also incorporate the theories of Betaris box which underpin the causes of conflict within policing interventions (College of Policing, 2020). I will describe the incident to the best that I can with conforming to the data protection regulations set out within force policy. Firstly, I will set out

explaining what had happened, what incident took place and why, identifying what went well and what could be improved. I will then follow on by looking at the theoretical side of what I did and why linking in theories that underpin conflict. Lastly, I will talk about how I would learn from this experience and progress with future ones.

I was on mobile patrol in company with another police officer where we were proactively looking for traffic offences that people may be committing such as the use of a handheld device whilst driving. This is something that is seen regularly by road users and can result in crashes, which is why it is deemed as one of 'The Fatal Five's', (Road Safety Wales, 2018). Many road users do not understand the risks that using these devices may pose to other road users. Upon completing a few roadside enquiries for the day, we were heading back to the station where we had come across a gentleman not wearing his seat belt whilst driving. Again, this is another aspect of the Fatal Five and can pose a serious risk to that individual if they were to get into a crash. From witnessing this, I immediately pulled up to the vehicle and had asked the gentleman to pull into a side street where safe to do so. The key aspects that I was looking for at this point in time to show that a traffic offence had been committed was that the gentleman had driven the vehicle a couple of metres down the road that I could see and that the engine was on, showing that he had driven the vehicle without a seatbelt. Upon pulling the vehicle over onto a side street, I then approached the male. At this point in time this is where I need to make a judgement on the individual as first interaction. First interactions to me allows me to assess what direction I need to take when communicating with an individual. I feel as though you can gage in that short space of time if someone is going to be complaint or that you will have to access other options in how you approach a situation in line with the Nation Decision Making Model (NDM), (College of Policing, 2014). When approaching the male keeping a safe distance which was in line with the procedures that I was taught during officer safety training and had asked him if he knew why I had pulled him over on the road. The male immediately seemed to be defensive in the way he spoke back to me. There was an anger to his voice which gave me an insight to how I needed to approach this situation. The male insisted that he did not know as to why he may have been pulled over, to which I had explained that he was not wearing his seatbelt. At this point in time, using the procedures that I have been taught in regard to a Traffic Offence report, I proceeded to caution him. The man began to show signs of agitation by waving his hands in the air and clenched fists. At this point in time, I knew I needed to remain calm and speak to the gentleman in a controlled manner which would not heighten his reactions. Through checks conducted on both the male and the vehicle, it was clear that the male was in fact a disqualified driver and that the male would have to take a driver's test before obtaining a license again. From a simple seatbelt charge this opened up more offences than I had anticipated. Moreover, the male had multiple markers, one of which was violence.

The legislation behind Disqualified driving is self-explanatory. The core element within the legislation Section 103 of the Road Traffic Act 1988 is 'Drive a motor vehicle on a road whilst disqualified' (Police National Legal Data base, 2023). This was already caught by me, who had seen the gentleman driving the vehicle on the road. From witnessing this, that was enough to prove that an offence had been committed. However, the gentleman had also committed other offences in relation to his disqualified driving. From not holding a driver's license, he then committed Section 87 of the Road Traffic Act 1988 'driving a motor vehicle of any class on a road otherwise than in accordance with a licence' (Police National Legal Database, 2023). Furthermore, whilst not holding a license and disqualified, this results in the male breaching Section 143 of the Road Traffic Act 1988 'users of motor vehicles to be insured' (Police national Legal Data base, 2023).

At this point in time, I used effective communication skills with the male in order to allow him to understand what he has committed and ensure he knew how he had committed them. As I find traffic

incidents quite hard to understand myself due to the complex nature behind disqualified driving, I made sure that he did to. This ultimately led the male to get aggressive knowing that his vehicle will be seized under Section 165(a) Road Traffic Act 1988. At this point in time bystanders had appeared who were trying to get involved by shouting. This created tension and made the male more aggressive towards me by shouting. Conflict continued through verbal gestures from the male towards me and this is where I used tactics such as my tac coms, making the male aware that I will not have him speak to me in that manner and that I remain speaking to him with respect and deems he does the same.

Due to bystanders now approaching, I did not deem this acceptable for them to see what was ongoing nor heightening the males' reactions, so I made the decision to speak to the male in the police car. This allowed him to have more privacy and remove him from the environment of others. From this decision I felt that he was able to speak to me with more co-operation and due to tac coms and communication skills his aggression decreased, and we were able to continue with the procedure and resolve uncertainties he had that would happen once reporting him for this offence. Ultimately the male had his vehicle seized and was reported for all three offences.

Upon reflection of my actions, I felt that I approached the situation with enough caution to understand that a simple offence that you believe you are dealing with may escalate and uncover to something more complex. Having only been in a few weeks at that point in time, I felt that I was drawing upon my knowledge having learnt during training school of the legislations that would be involved. Having knowledge that this male can be violent I needed to remain vigilant and emotionally aware if things were to escalate to. I was able to take into consideration that people may not know the law also, so I was able to communicate with him effectively what he had done rather than throw just legislations with. Through my tac coms, I felt that I could engage with the male with just enough authority that would allow him to understand that I will not be spoken to like that and in order for him to comply he needs to speak to me with the same tone I was towards him, not getting aggressive at me. Furthermore, I was able to incorporate my usage of the National decision making model (NDM), allowing me to assess the situation and consider more options and contingencies as the offence was not the original one, I had pulled the male over for. I also feel that I made the reporting procedure more conversational trying to engage with the male and not seem ridged.

When I could see that the male was starting to become more aggressive, my initial feelings were that this could escalate and that I may be putting myself in a situation where I may be susceptible to potentially violence. I knew I had to remain calm and approach the situation with enough precautionary measures but also know that speaking to someone is always my first step. This links back to Gurr's model incorporating the de-escalation phase amongst conflict (Gurr, 1966).

When incorporating another theory into this incident, I primarily used the Betaris box model (College of Policing, 2020). I was able to understand that my attitude would ultimately affects the male's attitude. At first, I presented myself to the male communicating kindly and was able to give the male a chance to understand why I had pulled him over. Upon the male presenting aggressive to me I knew that I had to make myself behave with a bit more authority making it clear to him whilst still remaining professional that I will not have him become aggressive towards me. His attitude towards me immediately gave me the sense that I did need to step up a little bit but also showed that I had the emotional awareness to do so.

Given that this incident was my first insight towards what conflict police officers deal with, I felt that I handled it well remaining in line with my NDM. I feel that this was a huge accomplishment for me to be able to deal with multiple offences that I had not dealt with yet and I consider this incident a

huge learning experience for me in many ways. I know that in future tac coms is the best de-escalating process that you can use in a situation and should always be the first when practical to do so.

Word Count: 1961.

### Task 3

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

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

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

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

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

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

#### ANSWER:

When incidents are presented to officers which contain victims subjected to crimes, there is a real drive to make that initial first contact count by allowing these victims to feel reassured and that their voice is listened to. Police officers deal with situations which have different competing issues such as culture, language, and social issues, but it's how they deal with them that can strive for the best possible outcomes.

The victim's code was brought in fairly recently within the Police Forces. It ensures that victims of crime are met with the minimum standard that we as an organisation must adhere to (GOV, 2023). These codes contain 12 rights. Although all of these rights are prioritised, the key ones that I feel are greatly supportive for victims are Right 4: To be referred to services that support victims and have services and support tailored to your needs, Right 11: To be given information about the offender following a conviction and lastly Right 12: To make a complaint about your Rights not being met. The victim's code is believed to be a more positive step which victims can undertake and not only does this apply to police, but it also incorporates the service required from the courts and other criminal agencies (Victim Commissioner, 2021). Diversity and Equality are the main focal points in policing along with inclusion. Police forces need to have the means and capabilities to provide a service in which everyone can use and understand. When considering Human Rights within a policing incident, the following essay will include how Article 3 which is 'Fundamental and freedoms that everyone within the United Kingdom are entitle to' (Human Rights Act, 2000). I will be structuring this essay using the Gibbs Model of Reflection (Gibbs, 1988), which delves into self-reflection by putting an emphasis on feelings that I have felt whilst undertaking within this policing incident.

A call had come through via the forced control room, that there was a young female who was seen leaving a pub in Caerphilly crying and seeming upset and had an altercation with a male. It was unclear who the female was and unsure which direction she had left the premises. Due to the information of the call received there was not much to go on other than seeing if I could locate the

female. I then required further information to be relayed from the caller to myself such as a description of the female. Immediately Caerphilly cameras were also tasked in order to confirm both the description and mode of travel. Whilst on my way to the call I was having to multitask by receiving the information from control room and look to see if I could locate the female. After a few minutes passed whilst patrolling the centre, I had come across a female who had matched the description. The female was located down a side street, which was well lit and immediately I could see that she was shaken up just from the expressions on her face. It was clear this female had gone through something traumatic. I approached the female with a calm mannered voice but that completely shook her up, adding to the apprehension that this female has in fact gone through something she may not want to speak about. I used my tactical communications and referred back to the National decision-making model on how I am approaching this situation. I engaged with conversation whilst slowly approaching her with caution. At this point I could see that she was younger than what had been anticipated. The female had then engaged with me by telling me in her own words that she does not speak great English. I tried to ask the female if she was ok in which she responded to me that she has been hurt by a male. I managed to then lead the female into the back of the police car where she would feel more comfortable in talking or engaging in conversation with me and used it as a place of safety for her. At this point I needed to use language-line, so I asked the female what language she did speak, to which she responded, Arabic. Through language line I proceeded to ask the female her age, in which she responded, 16 years old. Due to this matter and the nature of the offence she had disclosed, an ONYX booklet needed to be filled out as a brief over stance on the circumstances that this female had gone through. The female then disclosed through the communications of language line that she had been sexually assaulted by a male who she did not know, who she had met in the pub. The scene was believed to of happened in the toilets in the pub. Through reflection of this part of the incident, I felt as though using the forces equipment I was able to allow the victim to feel her voice is heard, that I was listening, and I was trying to do the best that I could even if I myself could not speak her language. Once these questions were completed, I took the female to a place of safety, which I felt was best at the police station. I wanted the female to not be in the cold, by herself and I did not want bystanders who were walking past to hear in on the female. Through procedures as well I placed a blanket on the seat of the car which would be used then when seizing evidence given the incident in which she was reporting. This then allowed me to source for a "WITS", in order to allow the female to understand what a statement would be if she wanted to progress with one, and/or allow the female to understand what would happen next with this incident. I wanted the female to feel comfortable as best she could and by doing this, I wanted her to be reassured and know each stage of what would happen. For me personally, I needed to get details of the female and see if she wants any family or an appropriate adult, given the age of her. An appropriate adult is needed for anyone who is under 18 years of age, or if they require additional support during these times. Not only are they there for support but AA's safeguard the welfare of that individual whether they are in police custody or not (Home Office Gov, 2011). From doing these steps and ensuring the victims safety is at a forefront, a statement was obtained from her. Because of the nature of the offence, a SOLO team was called. SOLO stands for Sexual Offences Liaison Officer. According to The College of Policing, SOLO officers are responsible for acting as the initial responder to offences relating to sexual offences (2023). Furthermore, they gather crucial evidence which can consist of seizure of clothing for forensics and a sexual offence early evidence kit can also be obtained. They are regarded as a vital part of the investigations team (HMCPSI & HMIP, 2007). Moreover, when a SOLO is called for incidents like the above, they then remain as the primary point in contact for the victim throughout the entire process of the investigation.

A study was conducted by a police force which remained anonymous, but within the United Kingdom, where SOLO officers and Officers in Case (OIC'S), who had dealt with incidents of rape between the years 2007 to 2008. The findings showcase that Officers in case valued the response and work of

a SOLO and recognised the importance that they bring to investigations. Some officers also stressed that the work that they have to conduct is the most vital part of investigations where they also build a rapport with the victims allowing the victim to speak more freely after an incident where they may not wish to disclose what they have been through.

Once a SOLO had arrived the female then remained with them where they were then transported to a hospital in order to obtain further evidence. This is where my role as a police officer allowed me to conduct my lines of enquiry. Main lines were for Caerphilly council to locate CCTV if they had any footage of the female arriving at the pub, who she was with, and her whereabouts throughout the material time frame. Enquiries at the pub were also to be sourced, such as CCTV, accounts if anyone saw her. The potential crime scene also to be contained where CSI were then able to conduct their evidence.

In conclusion, I feel that this incident allowed me to know more about the various roles within the police, involving multiple departments and seeking help through "WITS". "WITS" isn't something that officers use often, it is rare incidents which you require their help in order to provide the best outcome for the victim and make them feel as comfortable that they could be. Through these various methods which have been used for the victim, this may have given her more confidence within the police and allow her to realise we have the right procedures in place, we can provide help for all, and we have inclusion within this police force. What went through this incident if there was the capability to facilitate needs around the individual themselves. I think for me personally, given the age of the victim I did feel as though no one should go through anything like this, but at such an early age I felt on reflection after it slightly upset.

Word count: 1595

## Task 4

### Relevant areas of the National Policing Curriculum:

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

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

**Critically assess** a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

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

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

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

### ANSWER:

The National Decision-Making model is a structure used within policing that was progressed and adapted on further from the Conflict Management Model (College of Policing, 2014). It consists of six key elements; Code of ethics, gather information and intelligence, assess threat and risk, consider powers and policies, consider options and contingencies, and take action and review (College of Policing, 2014).

The NDM can also be a way of a self-reflective tool post incident. It allows officers to reflect on what they have been to and assess if there were alternatives or anything they would do different.

When it comes to discretion, I prefer to assess the incident itself before deciding what route is the most suitable to progress with.

The Criminal Procedures Investigation Act (CIPA) refers to the procedures of investigating and prosecuting of criminal offences within the UK (Gov, 2022). Whatever level of crime has occurred, investigations still take precedence in gathering information, locating that information, bringing offenders to justice to even victim care (Stelfox, 2009). The following essay will look into two different policing incidents that I have dealt with, where discretion was used, both incidents showing the contrast of what discretion can entail and what judgement I had to make those decisions. The essay will be reflected using the Gibbs reflective toolkit (Gibbs, 1998) to provide a more complex and in-depth style to reflection.

I was double crewed with another colleague during a night shift. I had finished up with a previous incident in which we were dealing with. There was a call over the air through to our radios which expressed how there was a need for local officers to assist with a full authority job. I had radioed in and asked where local officers were needed in which they provided an address we were approximately two minutes away from. A description was passed of five offenders, wearing balaclavas and black

clothing. It was also still unclear why there was a full authority and that firearms were still on route to the vicinity, so caution needed to be taken.

Upon heading to the address, my colleague and I were flagged down by a female who had stepped onto the road. I could see the female was in an extreme state of distress by shouting and she was holding her back. There was also another female present who was crying on the pavement shouting that there is pain coming from her arm. Due to two officers and two victims but my colleague and I took one each and separated the parties slightly so we could understand what has happened and assess any injuries.

Following the National Decision-Making Model our first point of conduct was to gather information and intelligence. The female who I was helping allowed me to lift up the back of her jacket where I could see blood-stained clothing which was fresh. From there, I could see an extremely large laceration which had cut through several layers to her ribs. This was an indication to me that there may be links from this female to the full authority job which had just been radioed in. I asked the female what has happened where she provided a named offender stating that that male has just stabbed her with a machete. This female then stated that there are five offenders who are down the road from where we were currently. Using the access threat and risk part of the NDM, there was a high threat risk where offenders are in the area. With this information I had placed the female with her back to the wall where both my colleague and I were able to see clear views of the street we were on in case these offenders decided to return. I was also cautious to be close to the vehicle where we could place the victims in there safely if these males did return. At this point I was feeling extremely overwhelmed, but I did not want to show this to the female, with policing people look to you as knowing what to do and the best course of action. This having been my first first-aid call and not having anyone to guide you what to do, I really had to resort back to what I was taught during training school.

At this point I then was relayed to the Heath Hospital where I was able to engage in a rapport with the victim and allow her to remain calm and help me understand the full circumstances of what had happened for her to result in a stabbing. Discretion was then used in order to decide what assaults / level of injuries sustained. The female had disclosed that there were five people involved, although only two had physically assaulted the females they were all there at the time of the attack and it was unclear as to what their full role in this investigation was. Due to this I believed that all suspects were liable and passed this information to the Sergeant in order to progress with the arrest enquiries and establish exactly who is accountable through means of interviewing. This discretion was by means of arresting and allowed a full pursue of the investigation. Through the analysis part of the reflective model, I felt that I was able to get as much information from the female in which I could relay back to other officers on scene in order for them to conduct area searches and know where potential leads could be. On reflection of this incident as a whole, I see it as a huge learning experience as it is rare where these incidents happen and although this incident could have been an extremely dangerous situation I believe it really benefit both me and my colleague having not much service as we were able to take charge of a situation and almost be allowed to test how well we could deal with a situation like this.

Discretion refers to a form of police power enabling officers to make the judgement whether they would pursue a line of enquiries, arrest suspects, or / and their use of force necessary (Treebold, 2018). Many uses of discretion stem from incidents which involve minor offences or if that person is not a threat to the public's safety (Rachelle, 2022). Primarily throughout my time so far within response policing, discretions have been used in regard to minor traffic offences. One incident in which I had recently used discretion on not pursuing a traffic offence report was after a female was spotted using her mobile phone whilst driving. There was a clear visual of the phone in question. Because of this, a mobile phone is included in the fatal five within most common causes for traffic collisions and consists of 6 points. My feelings at this point were that although the women has

committed and offence, I wanted her to know just how dangerous phones can be for both her and other road users due to not paying full attention from the road. I felt as though I needed to put the idea forward for her to be able to understand that there are consequences for being on the phone and a hope that the female would learn from this. Before completing this report for a mobile phone, I checked the tyres of the vehicle, which showed that both back tyres were below the minimum threat. The legal thread that vehicles are required to have been 1.6mm (RAC, 2020), in which hers were not. Each tyre consists of 3 points of their licence and a £100 fine (Underwood, 2022). Discretion allowed me to propose an alternative for the female by stating to her I will ticket for the mobile phone, but I will follow her to the Tyre shop which was only 100metres down the road where she can get both back tyres replaced or I will be ticketing for them as well. I also informed the female that if she fails to get her tyres replaced with me now, she will be looking to lose her license and I physically cannot let her drive off with them like this due to the condition they were in. The female did not want to lose her license, therefore, was happy to go with this alternative. I proceeded upon completing a Traffic Offence Report for the female. I think for analysis of this incident, it contrasts to the above whereby you have that chance to fill the traffic offence report at your own time and it's not a fast pace live incident. Traffic is very much black and white so you can take your time and make sure you have that conversation with the person, they understand what they have done rather than turning up to an incident where you do not know what you're going to get. Through reflection upon discretion, I think I allowed the female some leigh way in terms of points and fines. I took into consideration the fact that it was almost Christmas and allowed the female to choose the option she would like to do but understand the consequences if she did not change the tyres.

The code of ethics in policing is a set of standards of behaviour in which every officer needs to adhere to (College of Policing, 2014). It consists of a set of decision-making framework incorporating that force's policy in regard to standards and their values. Within the above incidents, code of ethics was used in how I treated victims subject to crime. I was honest with the female of the injuries sustained and remained completely open and transparent with what offenders were apprehended and which ones remained outstanding at various times. A main approach in which police used regarding discretion refers to the 'Watchman style'. This is described where police attend threatening or major incidents but depending on the group or individuals involved in the situation, the police then can act accordingly (Pollock, 2017).

In conclusion, through incorporating discretion when relating to minor offences, this produces the best possible outcome and allows the public to understand that there are laws in place, but officers can allow some leigh way to low level offences. The criminal investigations procedure as well helps maintain the level of investigation that officers adhere to and allows for the best outcome of evidence in order to aid an offence that has been committed or provide care to victims.

Word count: 1741

## **Task 5**

Independent Patrol Status confirmation – equivalent to 1,500

This completion 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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