

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll 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:

Police officers are required to be resilient in the workplace, arguably more so than in other occupations. I therefore had to make personal changes to my routine that I would not have made in my previous jobs.

Attending incidents like Sudden Deaths and assaults could be considered difficult to process, and some people could develop mental illnesses such as Post Traumatic Stress Disorder from seeing such incidents, as recorded by Maguen et al (2009). This study sees how critical incidents can affect police officers negatively, and that there is a high level of stressors in the job which can negatively impact a police officer's mental health. This shows that police officers are required to have a high level of resilience to continue working their day-to-day role. To receive a full pension from the police, you must work 35 years and over this period you could see hundreds of harrowing scenes which could negatively affect your mental health. Therefore studies, like Andersen et al (2015), focus heavily on developing and building resilience in police officers to ensure we can continue to work at a high level for prolonged periods of time. This study mentions the use of breathing techniques to stay calm at incidents so better decisions are made and police officers at a scene can remain effective in their duty. This is useful as it is an easy method to build resilience with no cost yet is still very effective in making sure police officers can maintain resilience to critical incidents.

One of the changes I made to my routine was going to the gym more often. Exercise can really benefit mental health, especially in reducing anxious feelings, as shown in Bahrke and Morgan (1978). This is important as this job requires a high level of responsibility, and this can cause anxiousness due to the high pressure and stress that can be apparent in the job.

I felt the positive effects of going to the gym quickly. I was using more energy in the gym in the evenings, but I was more focused in the classroom. By being strict with my routine and making sure I was physically active, I was also building my resilience. I would complete work as soon as possible, and I would also revise more often. I also felt less pressure, as my confidence in my knowledge grew with the more information I learnt. I was less anxious for my exams because of this. This benefitted my mental health as I was more confident in myself and my abilities.

Interestingly, gym does not always help to relieve stress. Awruk and Janowski (2016) completed tests which found that going to the gym did not have much effect on those with mental health conditions, and so going to the gym may not have increased my mental health resilience, but it improved my confidence. Through having a heightened level of confidence, I became less stressed and would not worry as much. Therefore, my regular gym sessions benefitted me during training. However, Levy et al (2021) found that mean averages of depression, anxiety and stress increased in males when gyms

were closed during the COVID Pandemic, highlighting that not having access to a gym can negatively affect mental health and can decrease your mental resilience. This suggests that my stress levels could have been decreased and managed well through my attendance of the gym and completing physical exercise.

My revision also became easier as my memory improved, so I was able to revise little and often rather than multiple times a day. This not only gave me more personal time, but I felt happier and was more content that I was understanding what I was being taught and that I was also not falling behind in my studies. This aligns concurrently with the findings from Raglin (2012), which states that exercise can benefit your overall mental health if you are not overtraining. I focused on ensuring I did not overwork myself every day, as I did not want to become lethargic and unhappy. As suggested by Rasch and Born (2013), improvements in sleep can lead to improved memory function and so it was important for me to ensure I always had enough rest and did not overwork myself physically or mentally. By monitoring how tired I was, and adapting my exercise each day, I was able to avoid this issue from occurring. This careful planning and organisation led to having a positive mental attitude towards my work from the outset and decreased the amount of stress I would feel overall in my life, building my resilience for when I finished training.

I also had to ensure I had a healthy routine. This meant focusing on going to sleep earlier than I normally would and staying organised so I could not only keep legible notes from the classroom lessons, but also refer to my notes when I got home so I could revise efficiently and accurately. Fast (N.D.), informs us on how by keeping a steady sleep schedule, we can become more productive in our day-to-day life and without a steady sleep schedule you can develop illnesses. It was important that I was always present during training, and so by adopting a healthy sleep schedule and making sure I had at least seven hours of continuous sleep a day, I was able to keep healthy and I didn't miss a day of training. Wolfson et al (2003) noted through studies that regular sleeping patterns, and sleeping for one long continuous period, can help to increase adolescent performance academically in comparison to irregular sleep patterns. This helps to prove that my healthy sleep schedule benefitted me and helped to increase my academic performance in training. By turning up for work every day, I increased my resilience as I was better at waking up early and could withstand demanding workdays. As I could sleep continuously and for longer periods of time my body was healthier and resilient to illness. This not only made me feel better mentally, but I also felt well physically and could complete any task required of me. Orzech et al (2014) suggests that a healthy, regular sleep schedule is linked with better health, and helps to suggest why I did not fall ill during training due to my healthier sleep patterns.

I would offer that my regular sleep schedule was more impactful to my increased resilience and decreased stress levels. The gym did help with my confidence, however my sleep schedule managed to not only increase my higher work rate but also helped me outside of work, too.

Word Count : 1099

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:

During my first set of shifts I was working a night shift with my tutor. We were working 'Cardiff After Dark' which is a night shift in Cardiff city centre on foot patrol to help prevent and deal with any crimes that take place, which are mostly in or outside bars or nightclubs. One major reason for the necessity of policing the city centre at night is because of the high volume of crimes that occur. Most crimes dealt with on these shifts are due to intoxication and the lack of rationality that alcohol and controlled substances can cause. Or it could be due to members of the public taking advantage of others in busy environments. This volatile mix of circumstances can lead to a variety of crimes, such as assault, whether physical or sexual, criminal damage, and more. There is never a certain list of crimes that will be dealt with during 'After Dark' shifts, however the most common are varieties of assaults and/or damage to property.

During the first hour of the shift, myself, my tutor, and another officer were on foot patrol when we were signalled by security staff to a domestic assault which took place outside their establishment. We were also informed this incident occurred on CCTV. The first objective was to identify the circumstances, the aggressor, and the level of the assault. After investigating the incident, we identified the male as the aggressor and had been shown CCTV footage of the incident, which clearly corroborated that a domestic assault had taken place. The male had tried walking away and walked to the other side of the road, however I followed him and told him, in short, to stay where he was and that he could not leave until we had fully investigated the incident. I made him aware that we had to understand both sides of the situation, from the perspective of both the aggressor and the victim, and to ensure we make the correct decision for the incident. By doing this I was tactically communicating with the aggressor to keep him from trying to escape the scene and to remain as calm as he could be in the situation. This worked and allowed us to complete our short investigation without any difficulties.

As stated by Shea et al 1988, tactical communications is one of the most important aspects of policing in the 21st century, due to negative public perceptions of police and to reduce any unnecessary conflict from poor non-verbal behaviour and poor verbal reasoning. As I explained the situation in a calm manner, whilst also ensuring the aggressor know that we were investigating both aspects of the incident, they felt less threatened themselves and decided to not run away from us. I did not have to affect any handcuffs for detaining him either, as he was comfortable staying with me until my Tutor came back. This was crucial, as it was clear the aggressor had been drinking alcohol and could be considered volatile, so by ensuring I kept them calm they were happy to assist with the investigation despite being the aggressor and knowing they had committed a criminal offence. The employment of tactical communications controlling uncompliant behaviour are supported by Betaris Box Model, shown in Wall (2019), which states that my behaviour and attitude towards the aggressor would have a direct and immediate effect to the aggressor's behaviour and attitude towards myself. By staying calm, relaxed, and ensuring the incident did not escalate, I could control, to an extent, the aggressor's behaviour by ensuring they also stayed relatively calm and relaxed which stopped them from being aggressive whilst we were conducting our initial attendance investigations. Had I been argumentative or intimidating towards the aggressor, my negative attitudes and behaviours would have led to him being negative in return to me, and so by ensuring I stayed calm I managed to have the aggressor reflect the same attitude towards me, therefore using Betaris Box effectively.

The idea that conflict can be managed effectively is also supported through Braga (2008), which focuses on the topic of Problem Orientated Policing, and this portrays how ideas like Karpman's Drama Triangle portray the social conflict that can occur during a policing incident. For example, Karpman's Drama Triangle details how in every incident there is a victim, persecutor and a rescuer, and the interaction between these three subjects are important to identify and deal with. There may be one or more people per title too, as there could be multiple victims, multiple persecutors, and/or multiple rescuers too. By identifying the victim and the persecutor/rescuer as the aggressor, the situation could be dealt with effectively by ensuring the correct support was put in place for the victim and the aggressor was dealt with through positive police action.

Another important role in controlling the aggressor's behaviour was to ensure that a crowd did not form and become obstructive to our duties. Within two minutes of being at the incident a crowd had already begun to form around the victim and so it was imperative this was dissolved and did not occur again, especially around the aggressor. These crowds were dispersed through calm explanations to the passers-by to keep moving and not to gather. Reicher et al (2007) supports the idea that by focusing on dispersing and controlling crowds through logic and reasoning can be more effective than trying to control them through force and aggression. Also, due to the presence of high volumes of alcohol and many people who were under the influence of alcohol as this occurred outside a nightclub, it was important to control any crowds effectively as most of the public's rationality was already inhibited through their consumption of alcohol. This is supported by Elster and Skog (1999) which states alcohol can reduce one's rational decision making and can lead to poor choices being made. This social aspect was therefore an important component to consider when dealing with the incident.

My tutor then came to us and made the aggressor aware he was under arrest, and began to handcuff him, however the aggressor was becoming passive resistant to the arrest. The male was not complying with the arrest, failing to put his arm behind his back when told, and was saying that he would not put his arm behind his back. He was not violent currently, though.

I then took hold of his arm and used reasonable force to put this behind his back to assist the arrest, however he then became active resistant to the arrest and tried escaping from the lawful arrest by trying to swing his arms into both myself and my tutor and kicking my tutor's legs. Both myself and my tutor kept hold of his arms and began to restrain the male on the floor when he used as much of his force as he could to pick himself back up off the floor. After this, the other officer in attendance drew his taser and used the red-dot function to gain compliance. After hearing that a taser was pointed in his direction, the aggressor became more compliant, and we put him into handcuffs.

After this, however, the aggressor started to become more resistant after realising the situation he was in, by trying to force his way from our grip and assaulting my tutor. This meant we put him back onto the floor using reasonable force and kept him restrained there until further units arrived to transport him to Custody. A police van arrived not long after this, and parked in front of us as we were opposite nightclubs and pubs. This stopped onlookers from viewing the incident and ensured that the aggressor's privacy was kept whilst being arrested. It also meant it would not harbour a crowd, either, as we were no longer in sight of the public and would help disperse any crowds who gathered to watch the arrest. This was important as the streets are narrow, and if intoxicated members of the public saw conflict they may have become violent themselves. This could have been because of negative views of the Police, or simply because they were aggressive and liked to fight. Luckily this issue was avoided through the placement of the van.

I kept control of the aggressor to make sure he did not try to get back up and try escape lawful custody. After this, I assisted in completing an initial safety search was completed whilst he was on the ground to ascertain if he had any weapons or anything on him that could've posed a danger to myself and others, that could have been used as an implement to escape lawful custody or if he had anything of evidential value on him. I then helped to stand the aggressor up and he was then conveyed to Custody.

The first thread of legislation which was considered in relation to the incident was deciding whether an assault had occurred. According to the CPS (2022), 'An assault is any act (and not mere omission to act) by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence. The term assault is often used to include a battery, which is committed by the intentional or reckless application of unlawful force to another person.' This definition was applied to the incident, and it had to be investigated to understand whether the aggressor had applied intentional or reckless unlawful force to the victim.

After checking the CCTV footage, it was shown that the aggressor had intentionally hit the victim on the back of the head after what seemed to be a heated argument, and so the offence of assault by beating had been committed. Then, we had to identify the relationship between the victim and the aggressor. They informed us they were partners, and as they were in a relationship this also matched the criteria for a domestic assault. The necessity for arrest was also available as they disclosed that they would have gone home together, and so the arrest was necessary to prevent further physical harm. As there were no visible injuries and the victim did not suffer any side effects from the assault, such as being dazed or confused, the offence was deemed common assault by beating. Had there been a visible injury or some sort of concussion, as shown by The National Archives (N.D), Offences Against the Persons Act 1861, the offence would have been increased to Actual Bodily Harm, or worse, Grievous Bodily Harm, depending on the circumstances. Luckily this was not the case,

however the consideration of these escalations of the offences were involved within the quick and efficient decision-making that needed to be completed for the arrest to ensure the correct offence was identified.

After this, the powers of arrest had to be considered and whether arresting the aggressor was the best method of action in relation to the incident. The powers of arrest that were used were under Section 24 of the Police and Criminal Evidence Act 1984, as shown in Home Office (2022). As a result of the CCTV footage, we had seen an offence had taken place and as we had identified the suspected aggressor with his partner from the footage and witness accounts, we had the power to arrest as we suspected the aggressor had committed the offence of assault. We also believed the arrest to be necessary to prevent further physical harm coming to the victim, as the victim disclosed that they were going to go home with the aggressor. If there had been no CCTV footage we would've been without a key piece of evidence, however there were plenty of witnesses, and the witnesses who reported gave statements supporting their accounts of the incident. Had a witness not reported the incident, it would have gone unnoticed as the victim did not report it to us, however we were able to support the victim through police action and ensure the correct measures were put in place to avoid any further injury coming to anyone.

The next piece of legislation was the use of reasonable force to effect the arrest. As stated in Section 3 of the Criminal Law Act 1967, seen through reference National Archives Section 3 Criminal Law Act 1967. This states that reasonable force can be used to effect an arrest. As the aggressor had become resistant to the lawful arrest whilst using handcuffs, I had to take control of the aggressor to ensure the handcuffs were applied safely, and he did not assault anyone or escape lawful custody. Also, as seen in Legislation.gov.uk (N.D.), Section 117 of the Police and Criminal Evidence Act 1984 also allows for constables to use reasonable force if necessary. Due to the context of the situation, all force used was reasonable due to the aggressor assaulting my tutor and the necessity to effect an arrest. Had there been no legislation for reasonable force then this could have amounted to assault, however my actions were justified, proportionate and necessary for the situation we were dealing with.

Word Count : 2176

Task 3

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

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

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

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

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations.

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

ANSWER:

Whilst I was in my tutorship phase of Policing, I attended a call which was in relation to a Commercial Burglary. This incident involved having constant contact with the victim on behalf of their store and completing a lengthy investigation which included the use of Forensic evidence and evaluating this to identify the suspect. I also had to ensure the victim was updated regularly, and correctly, based on how the investigation was developing and to make sure they knew that the police were acting on the evidence provided and to ensure the best outcome was reached given the circumstances.

I first became aware of the commercial burglary roughly five hours after it had happened. I attended the scene with my tutor, and upon arrival it was clear that entry had been forced into the property. The glass front door had been smashed by a brick, and the entrance was a mess. I was then introduced to a member of staff of the company who were burgled. They were clearly shocked, and the rest of their team was busy working to count stock and identify what, if anything, had been stolen from them during the burglary.

I was shown CCTV from the member of staff of the burglary occurring, and they stated that the offender did not trip any alarms as they managed to force entry just after the security team had left for the morning, leaving the building ready for the day staff. The CCTV showed the offender forcing entry through smashing the glass door with a brick and then taking charity boxes from the front desk. The next piece of CCTV shown to us is the offender leaving the property the same way they entered wearing more layers of clothes, which were suspected to have been collected from the clothing department, and with other items they had found along the way. The offender was inside the property for two hours, and the CCTV of entry being forced showed that the offender was not wearing gloves, meaning there were clear forensic opportunities throughout the property.

I was then given a tour around the building, being shown the different areas that the suspect had been as he had left a trail of damaged items in his wake. Vending machines had been smashed, a till had been forcibly pulled out and a window to the clothing department had also been broken.

After the tour I was given a list of the items suspected stolen from the incident by the member of staff. I then gave safeguarding advice, ensuring the manager knew that having the glass front door boarded up and keeping security in the building longer in the mornings was possibly the safest route for the future to avoid this type of incident occurring again.

I then provided the member of staff with a NICE Investigate code, so the CCTV could be obtained swiftly to avoid any issues with this, and I then went back to the station and completed the relevant victim codes. I completed the victim assessment code, and the initial victim contact code, and I explained that I had spoken to the victim and updated them on the initial investigation phase and that forensic evidence would be evaluated based on what is collected by the forensic investigator. According to Slothower et al (2015), increased compliance with victim contact can help to increase victim confidence in Police and be more supportive towards future investigations and be more likely to report an incident in the future. Therefore, it was important I was strict with keeping in contact with the victim and give them regular updates to increase their confidence that the investigation was being dealt with sufficiently.

A social issue that did arise from this investigation is that the CCTV showed an offender that seemed to be quite dishevelled, and their appearance was scruffy. The member of staff did state that they weren't sure if the suspect could have been a person from a local hostel, however the police must stay open-minded in relation to investigations and the backgrounds of offenders. As seen in Mawby and Wright (2005), the Police must stay accountable for their actions, and cannot violate human rights. By basing the offender's personal situation off assumptions, the wrong person could be arrested for the crime and their human rights could be violated through wrongful imprisonment.

The member of staff was therefore told the offender could be anyone, and that the forensic evidence would hopefully give us a better scope on who the offender would be along with the basic description we could gather from the CCTV. As the police, we act as independent investigators and should not, and will not, let personal/cognitive bias effect or change the way an investigation takes place. As shown by Bowling et al (2004), we as Officers must not be discriminatory towards possible suspects and must remain open-minded and not act unlawfully when carrying out our duties. No matter what the offender looks like, or how they are described, should affect who is suspected of the crime as people from all backgrounds can make themselves appear any way they wish. Therefore, the victim was reminded that we would stay open-minded and let the forensic evidence guide the investigation, to ensure the investigation is dealt with professionally and the correct offender is brought to justice.

After the forensic evidence returned, with an offender identified, I then notified the victim an offender had been identified but took precautions in making sure not to give them any personal details of the offender. Had I given any personal details of the offender, I could have put the offender at risk if the victim decided to be a vigilante if they did not like the way in which the police were dealing with the investigation. The issues of vigilantism are reflected in Silke (2001), which portrays how vigilantism can not only be disruptive, but morally difficult to control due to personal perceptions of what is deemed as 'Justice' for an incident. This even delves into the ideas that Police Officers themselves could potentially agree with the actions of vigilantism, however this cannot be supported in modern-day policing as vigilantes could, and often do, disregard and break laws to achieve their goals in getting their own sense of justice. As Police, we must remain as an independent investigatory body and not support criminal acts that vigilantism often procures. This means we must do our due diligence as Police to not only support victims, but to ensure the safety of the offenders of crime to ensure the outcome of every investigation is met legally and justly. This aligns with Article Five of the Human Rights Act 1998, which is the right to Liberty and Security, as seen in the The National Archives (N.D). This Article encompasses the lawful detention of a suspected offender to ensure they are safely brought to justice. Vigilantism, as described in Johnston, (1996), is an unlawful method of seeking

justice which usually involves the unlawful use of force, and because of this vigilantism would be contravening Article Five of the Human Rights Act 1998.

Once the offender had been identified and arrested, they were lawfully detained in Police Custody, and remanded due to their prolific history of thefts and kindred offences. Whilst in detained in Police Custody, it was important to adhere to Human Rights once again. For example, whilst in Police Custody the offender was to be treated with respect and to not have unlawful force used against them whilst in Custody. This is in accordance with Article Three of the Human Rights Act 1998, (Prohibition of Torture), The National Archives (N.D). In other major countries around the world, such as Russia, this is a real perceived issue from members of the public, Gilinskiy, (2011). Even in modern day policing members of the public perceive cruel treatment in Police Custody, and as seen in Gilinskiy there have even been reports from prisoners of cruel treatment from Police Staff. Even though this is not a western report and is from Russia, it is still modern and there is no place for cruel treatment towards anyone, especially in Police Custody where people should feel safe, in modern day policing. Use of excessive force is still also still a very prominent topic in Western Countries, too. Strote and Hickman, (2020) delves into the relationship of injury and complaints of police use of excessive force both in Police Custody and when deployed. This shows that the use of force that Police use when completing their duties is a controversial and very current topic across the world that causes concern for many members of the public. This should not be the case, though, as all Police Officers should work in accordance of the law and to uphold everybody's human rights. By ensuring that if force is required to be used whilst in Police Custody or during an Officer's tour of duty, it is reasonable, lawful, and justified. If this is upheld, then so is the law and the person's human rights. Whilst many citizens may disagree with use of force, especially in Custody, as many people may be against violence or the use of force in general, there are times it is required to prevent further issues from arising, or to assist an arrest, or to protect others from harm.

Also, the offender is always due to have the right to a fair trial, as shown by Article Six of the Human Rights Act 1998. The importance of preserving this is shown in Vitkauskas and Dikov, (2012), which is a legal practitioner's guide to ensuring a fair trial is upheld. This is one of the most important aspects, as a fair trial can be the difference between a miscarriage of justice and ensuring the correct offender is brought to justice for a crime they did commit. If a trial is not completed fairly, this can not only cause short-term issues like incorrect verdicts, but it can also cause long-term problems too, as many people could question the credibility and/or reliability of a court outcome. Also, protecting more people from a miscarriage of justice could cause actual criminals to not be prosecuted due to the courts potentially being too concerned with semantics within a case despite evidence giving reasonable doubt for prosecution. Quirk (2007) shows this issue, where there is conflict between safeguarding members of the public from wrongful convictions whilst maintaining that people who have committed offences still receive the correct punishment. The offender who was arrested was given the right to a fair trial and was interviewed appropriately to ensure they could have their opportunity to provide a defence and seek legal advice If they wished to. As seen in Poyser and Milne, (2021), the UK itself is becoming better in modern day policing at ensuring it is evidence led and miscarriages of justice are avoided, however more can be done to ensure correct convictions are upheld, such as avoiding cognitive/unconscious biases that could negatively impact an investigation and cause a wrongful conviction.

By ensuring this investigation was evidence led, and void of all biases along with keeping the victim up to date with the investigation and identifying the correct offender through the correct procedures, justice was sought whilst maintaining compliance with South Wales Police policies and everyone involved was kept safe in accordance with Human Rights and the correct end result was reached.

Word Count : 1905

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

I attended an incident regarding a female who had been assaulted and was suspected to have been falsely imprisoned. This incident understandably left the victim traumatised, and they took much time to complete their victim statement.

Upon hearing the victim's account of what took place, I had to use the National Decision-Making Model, (NDM), as to how to appropriately deal with the crimes disclosed, College of Policing (2013). I was able to think clearly and make my decisions based on the National Decision-Making Model, which has six clear sections –

The Code of Ethics is the first section, as every decision made has to be made ethically and in line with Police policies. Every Officer has to have integrity and work within the law, and so the Code of Ethics must be followed with every decision made, whether big or small. Neyroud, (2012) underlines the importance of Police Officers acting ethically. Members of the public expect a high level of ethical standards and behaviours within the Police, and without this there is less community support for the Police as there is lower public trust, meaning there could be a decrease in actual crimes being reported, an increase in vigilantism, or less public support for Police investigations, which can often rely heavily on witness involvement and support. In relation to the incident I attended, I obtained witness statements and had to request CCTV from the staff working in the building where the offence took place. Without this support, there would have been much less evidence to support the investigation and the victim may not have got the justice they deserved. As seen in Westmarland and Rowe (2018), some Officers may not perceive their actions as 'unethical' and may see nothing wrong with their behaviours, however with the Code of

Ethics being created, it is an objective matter whether an Officer acts unethically or not and without justification for their actions they may be deemed unethical. This helps to ensure that Officers who fall below the high standards expected of them, both by colleagues and members of the Public, are either removed from the job, or are given rehabilitative advice and assistance to ensure they are aware of how they should behave and to not let their actions become unethical again in the future. However, this needs to be reported first, and as seen in Porter and Prenzler (2016) many Officers are not always willing to report a colleague for unethical behaviour and this could lead to the high, ethical standards expected of Police Officers to fall below what is recommended due to a collective, unethical mindset built within teams.

Information and Intelligence gathering is the next section of the National Decision-Making Model. A good Officer will know, or seek to know, as much as they can about an individual or incident to make well informed decisions based on the context of what is being dealt with. Also, some options that Officers may wish to use to deal with an incident may require certain criteria, and so this information and intelligence will be gathered at the earliest opportunity so Officers can take the best actions according to the incident in front of them. After this, Officers need to assess threats and risks at the incident. In the context of the incident this essay is based on, some threats and risks were that I knew the male being arrested had previous criminal history and I was aware of his actions and behaviours in the past. I was also aware that the building we were in housed many people with alcohol and drug addictions, and so there could be a variety of substances and/or needles or sharp objects that could be used to harm myself, my colleague(s), a member of the public or the offender themselves.

One of the most important sections is that Officers must know the Powers and Policies suitable for the incident. If an Officer does not know their powers and policies, they could potentially act unlawfully when conducting their duties, or they could let someone get away with committing a criminal offence which they were not aware of because they did not know their powers. By having a vast knowledge of powers and policies, an Officer can conduct their duties knowing that they are acting properly and lawfully and can complete their tour of duty with confidence.

Officers will then need to identify their options and contingencies in relation to the incident. This could be whether there is necessity for an arrest to be made, or if positive action needs to take place to safeguard a victim and their family. Or, if the incident is not a criminal matter, informing the involved parties that the incident is a civil matter which needs to be taken up with a Solicitor. In the context of the incident I attended, I knew that not only did an arrest need to be made but safeguarding needed to take place too due to the vulnerable nature of the victim and because the offences which were suspected to have taken place could have been traumatic for the victim. A Section 32 search also needed to be conducted to ensure the offender did not have anything evidential in their possession, an implement they could use to escape lawful custody or an implement which could endanger myself, my colleagues, or themselves, The National Archives, (N.D.).

The final section is to take action and review your decisions. In this case, an arrest was made, a search was completed of the offender and their property, and the victim was safeguarded. A victim statement was also completed and so were witness statements to ensure any corroborating information was obtained. When reviewing the decisions made in relation to this incident, I knew that every action taken was in the best interests of the victim, and all relevant safeguarding tactics were employed to ensure the offender could no longer reach the victim.

As seen in Roycroft (2019), the National Decision-Making Model is highly important for Police to ensure that not only is every decision rationalised and justified, but also to ensure that we are accountable for our actions. We hold a highly important role in the Community and taking away a person's liberty holds a lot of responsibility and can be life-changing for the person being arrested. It is a complex thing to understand for the offender and so it is important that all decisions made, especially when completing an arrest, are justified, ethical, rationalised, and lawful. By making sure that every decision, small or big, meets this criterion, then Officers can be held accountable to their actions without any worry.

I was made aware that the offender was still in his room, and upon arrival to his room he was not aggressive however I was aware that he could have been in possession of needles or other items which could have been used to harm myself or another person. My tutor arrested the male, and I completed a Section 32 quadrant Search of the male. Using the NDM, I ensured I knew what legislation I could search the male with, and to what extent, and thought carefully about what he may have in his possession and was thoughtful about my positioning towards the male. I made sure to feel the outside of the pockets and not blindly putting my hand into his pockets without seeing if there was anything sharp/needle like in there already and made sure that if the male became resistant or aggressive, I could react in time before being injured. I asked the male if he had any sharps or needles in his possession to which he replied, 'NO', however I was still cautious as I knew he could be lying either for his own sake or to possibly injure me. I carried out a careful Section 32 Search and found nothing in his possession.

Ethical treatment of prisoners is a priority, and so when conveying the offender, I ensured they were not injured or trying to injure themselves in any way, as even though they may be arrested, Officers still have a duty of care towards offenders. This meant whilst conveying the prisoner, I sat in the back of the van facing the cage to make sure that the prisoner was safe and not injuring themselves, nor had they managed to sustain an injury during conveyance.

Once we arrived at Custody, the prisoner was kept inside a holding cubicle until they could be booked into a Cell. I continued to supervise the prisoner whilst they were being booked into Custody by my Tutor to ensure they did not injure themselves whilst in the holding cubicle.

Whilst completing the investigation, I had to ensure that when building the case file, all sensitive information was redacted, and that any undermining material was made a note of and made viewable for both the prosecution and defence for a fair trial. As according to The National Archives, (N.D), Section three of the Criminal Procedure and Investigations Act 1996 (CPIA 1996), the prosecutor has a duty to disclose any prosecuting material which might undermine the prosecution or assist the defence whilst in Court. By ensuring that it is a fair trial, the investigation is dealt with equally for both the victim and the offender, and the evidence provided is unbiased, there is a much lower chance of a miscarriage of justice and ensuring the correct verdict is reached in Court. As shown in Shawyer, Milne, and Bull (2013), miscarriages of justice can stem from poor investigations and by not declaring all information in an unbiased format, and so by ensuring the CPIA 1996 is followed, miscarriages of justice are not from Police investigations. Also, as the victim in this incident required special measures, the correct forms were submitted to reflect this to the Crown Prosecution Service. Special measures for intimidated and vulnerable witnesses provide better circumstances in court for victims and witnesses. Hamlyn et al (2004) shows that despite the situation still being troubling for vulnerable and intimidated victims and

witnesses in court, it does make a slight difference allowing for special measures to ensure a fair trial is had by all involved. Charles (2012) found that more effort is required from Police to provide prosecutors with detailed analysis on what special measures are required for victims and witnesses, and to provide these promptly rather than being asked multiple times. By doing this, special measures can be implemented more efficiently as Police have the primary, and first response, with any victims and witnesses. By ensuring special measures forms are completed to a high standard, there is a higher level of fairness in the trial as the victim and/or witness involved is able to receive a higher level of care and support, and therefore be more inclined to give their support during the trial.

Word Count : 1808

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 1000 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
I need to manage my strength and conditioning better	I have planned certain days in which I will go to the gym, for example after the first morning shift, after the two day shifts and after the last night shift, and once on my rest days. This will be to ensure I keep my strength up and can continue to do my job at a high standard.	My local 24hr gym.	Over the next year, I will be working hard to ensure my strength increases and my general health is to a high standard. This is so when I finish my probationary period in March 2024, I am ready to go on further courses to add to my personal development, like Taser training, PSU, MOE.
I need to manage my time outside of work better.	I will be giving myself timeframes when the next workbook is released for DHEP, and making sure I complete certain essays by certain dates depending on the due date of the workbook.	Myself – I will be more organised with my workload and my sleeping patterns.	I will aim to do this over the next six months. If I can ensure I am more organised over the next three months when I have no University work to complete, I will put myself in a good position for when the next workbook is released. This means I will only have to maintain a good routine rather than create one from scratch.
Ensure I am more thorough during initial investigations	I will be more thoughtful and not rush initial investigations at	Myself – I need to not put so much pressure on myself to act quickly, but	I will give myself three months, (to the end of my mentorship), to

	incidents. I will take my time to fully understand what has occurred and the different options to deal with said incident rather than rushing into an arrest.	rather to act efficiently and more informed. By doing this, I will deal with incidents more efficiently and better as I will be more aware of what I need to deal with.	practice this and ensure I take my time during initial investigations.
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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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