

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 UWTSO)

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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.

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Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

The coping mechanisms I've employed to build resilience and manage the numerous challenges I've experienced since starting my career as a student police officer at South Wales Police will be covered in this essay. For me, the first six months of training was a steep learning curve with numerous ups and down. Even though I had the necessary life experience and was leaving a career I had held for more than twenty years, I struggled because I lacked knowledge of such a crucial position within South Wales Police. Due to this I had a lot of stress and needed to develop resilience that enabled me to keep going and get through the hard times and help keep those stresses under control. Due to the reflective nature of this task, I will be using the Gibbs Reflective Cycle (Gibbs, 1988). This model was also used during my initial six months of training, as this was a reflection model, I used it to reflect daily and help me get a better understanding of the stress I was put under and how these experiences helped me build resilience.

Graham Gibbs created the Gibbs Reflective Cycle in 1988 with the goal of providing structure to learning from events and a framework for doing so. Due to its cyclical structure, this reflective cycle performs especially well for repeated encounters (Gibbs, 1988). Using this cycle enabled me to gain knowledge and make plans for things that either went well or no so

well, it also helped me cope with the pressures of starting a new career and build resilience. The cycle has six stages the first stage is the description of the experience, for me that was what I actually went through during my six months of training and then examining how I might handle the pressures and develop my resilience in that in experience. The second stage of the cycle involved my sentiments and thoughts regarding the experience, for this I would consider how the experience had affected my emotions and whether it had altered my perspective. Evaluation of the event, both positive and negative, is the third stage of the cycle. The analysis of the event, which aids in the making sense of the circumstances and gaining a deeper knowledge, is the cycles fourth stage. The fifth stage is reflecting on what was learned and what could have been done differently. Making an action plan to cope with a similar scenario in the future or any potential adjustments is the cycles last stage. Using this cycle helped me gain an understanding of what I was going through during my training and reflecting on my experiences was a good coping mechanism when dealing with the stresses.

Another coping strategy for me was my wellbeing, having excellent wellbeing is crucial to managing stress and developing resilience. Although there is no universally accepted definition of what constitutes wellbeing, it is generally acknowledged that it is at least entails the presence of positive emotions and moods, such as contentment and happiness. It also involves the absence of negative emotions such as depression and anxiety, satisfaction with one's life and fulfilment and positive functioning (Frey & Strutzer, 2002). Physical, economic, emotional, social, and psychological wellbeing are just a few of the several types of wellbeing that exist. Being comfortable, healthy, joyful, and full of energy both physically and mentally is what I consider to be wellbeing. The main issue for me was the mental stresses that I was experiencing throughout my first six months, along with managing the quantity of learning and academic component of the role. According to the World Health Organisation (2022),

mental health is a condition of mental wellbeing that helps people to handle life stressors, recognise their potential, learn effectively and function at their best. A study by the Police federation (2023) of 17,000 officers revealed concerning data regarding officers' mental health, with 39% seeking assistance for mental health difficulties. These figures demonstrate both the physical and mental stress that police officers experience.

For various persons, the terms resilience and managing stress might have distinct meanings, because our experiences influence how we feel stress and how quickly we may react to it, we might not understand them the same way. Because of this managing stress becomes extremely personal, some of us may find it more difficult than others. The biggest experience for me was financially related, I had taken a wage cut to accept the position, so coping with this created additional stresses (MIND, 2022). It can be distressing to think back on these tensions, but doing so is necessary to learn from the experience and prepare for future stressors.

There have been many theories around stress and what causes stress. The founder of the stress theory was an Hungarian scholar named Hans Selye who lived and worked in the 20th century (Tans et al. 2018). Selye described stress as a response of the body to any demand, whether it is caused by, or results in, pleasant or unpleasant conditions with relation to stress in a physiological sense (Selye, 1976). This wide definition encompasses both physical and mental strain, which is especially relevant to law enforcement when you take in to account the nature of the position. The explanation in layman's terms is how our body reacts to stresses placed on it. It's crucial to keep in mind that not all stress is unwanted or undesirable, contrary to Selye's definition.

For me getting physical exercise was a means to manage stress, it was my primary coping mechanism, whether it was playing football, taking a walk, or running. Football gives me the competitive stress release I needed, it gave me a secure way to let go of the tension and hostility that policing can cause both in the academic and operational setting. Numerous studies have demonstrated the benefits of physical movement for mental wellbeing and as a coping mechanism for managing stress, anxiety, and depression. Physical activity may be crucial in the management of mild to moderate mental health disorder, including depression and anxiety, according to an by article by Paluska & Schwenk (2012). A study by Cardon et al. (2012) compared stress levels in sport participants to non-participants. Football players experienced lower levels of stress and emotional distress than any other study participant, with exception of swimmers, according to the study's findings. Another study by Taylor et al. (2011) indicated that mental health service users felt that practicing football offered them more resilience.

Words 1077

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 can occasionally be expected due to the nature of policing. According to Centrex (2005), this can vary from verbal abuse and minor assaults to significant public disturbances and violent assault. The majority of the time, police find non-lethal solutions of resolving disputes. When responding to an incident, whether it is peaceful or hostile, it is imperative to use the National Decision Model. To determine what steps are required to control the situation, officers must be situationally aware in order to conduct a dynamic risk assessment. I always examine the situation, taking into account any potential threats, the risk of injury, and the potential benefits, using the National Decision Model (NDM), which is something I do at every incident I attend (College of Policing, 2022).

These will be covered in this piece of writing, along with other rules, regulations, and protocols that officers apply while dealing with conflict. Using an incident that occurred during my

tutoring period, this will be accomplished. I'll discuss the incident in detail and assess any theories or models I employed in order to resolve the conflict amicably. The National Decision Model is my primary model, as was already mentioned. The police force has established a unified, National Decision Model to assist all decision-making in policing and to offer a framework in which judgements may be evaluated and reviewed, both at the time of and after they are made (College of Policing, 2016).

The incident I responded to was a call about a male who was very intoxicated and causing a disturbance in a bar. According to witnesses, the man was threatening violence and become more hostile, physically as well as verbally. Numerous research has examined the relationship between alcohol consumption and the likelihood of violence and hostility. According to a study by Kamal et al. (2021) that examined the connection between alcohol, violence, and aggression, alcohol has been linked to violent crimes and domestic violence in many different countries. Numerous etiological factors, including psychiatric comorbidities of the offenders such as personality disorders, mood disorders, and intermittent explosive disorders, have been related to chronic alcohol consumption and violence.

Violence always precedes aggression, and people who exhibit aggressive behaviours are more likely to commit impulsive violent crimes, especially while intoxicated. Alcohol alters the brain's emotional processing, self-control, and decision-making centres. Alcohol affects people's emotional processing and ability to reason, which makes them unpredictable and dangerous, especially for young people (Australian Government, 2017) or those who already have psychological or psychiatric comorbidities (Brem et al. 2018; Puhalla et al. 2020). The fundamental component of violent acts is aggression (Eisner and Malti, 2015).

Due to data protection, I won't mention any specifics about the incident or any personal details. A male was causing a disturbance at a local pub, according to a report from the control room that my colleague and I received. As we drove to the scene, I was given a description of the male. Due to the male's attempts to harass other persons physically and verbally at the bar, the call was classified as a G1 emergency. I received additional information that revealed the man's details. When I got to the incident, I utilised the name the control room had provided to perform my own checks for any warning makers or other information that would affect my decision making. I performed the right steps required by the Police and Criminal Evidence Act of 1984 to get access to the person's personal information. I discovered various indicators of violence and mental health during the search. The man was described as being drunk, and since alcohol was involved, the situation might have become tense, and the man might have turned violent or hostile when police arrived. The individual was already being handled by officers from another station within South Wales Police when we arrived. He had an injury to his head and hands, and he had fallen over several times. The decision was made that the male would need to have his injuries examined by a medical specialist before being transferred to his home address due to a possible head injury and the fact that the cuts were still bleeding. The male's speech was slurred, he was unable to walk without stumbling, he was incoherent, and there was a strong smell of alcohol coming from his breath, all of which indicated that he had consumed alcohol and was very drunk. While this was going on, I was chatting to witnesses to get details of what the male had been doing in the hours prior. He was still lying on the floor getting treatment from officers, after several hours of drinking in the bar, he was becoming steadily more inebriated, and his behaviour was becoming more and more unpredictable. He was allegedly also talking about his time in the Falklands War, which worried the other persons at the bar because he was showing symptoms of PTSD. He would act normally one second, then suddenly become angry and

aggressive. This would prompt him to drink more alcohol, which made him inebriated and rendered him incapable of functioning. Eventually, he would trip and fall outside the bar, suffering just minor head and hand injuries. As soon as the man was stable enough to move, he was put in the back of the police vehicle so that he could be examined before being sent to the hospital. At this time, he started to become hostile and violent towards the officers. He also started to get out of the vehicle and charge us. The male was growing violent towards the officers and me, so I tried to control the situation by being firm, signalling non-aggression, and using active listening techniques. This initially worked, but only for a short time. I didn't want the male to feel threatened by the large number of police there, so I was conscious of how this would come across in my body language. I was aware that he was likely dealing with PTSD, and that being in the police vehicle might have served as a trigger for his behaviours. It was getting more challenging to obtain him the necessary medical care because of his increasingly unpredictable and erratic behaviours.

He was taken to the hospital, which was close to the scene of the incident, during this time, his behaviour deteriorated once more, and he started verbally abusing and threatening me. We spent more than three hours in the hospital because it was decided that because he was agitated, he should remain in the police vehicle and be evaluated there. He charged at us once more as the doctor approached as it was time to open the back doors. Using the National Decision Making Model, which has the code of ethics at its core, I evaluated the information I had at my disposal, and at the time, knowing he was aggressive and abusive, I made a decision. I then evaluated the risk and threat, taking into account impact factors, not just to myself but also to my colleague, the doctor, and himself. The impactor factors (external risk factors) in conflict, such as alcohol, drugs, or subject size, are taught to officers (AAAPPP, 2020). The mnemonic J-PLANE, which states that all judgements an officer makes, whether in a conflict or not, must be justified, proportionate, legal, responsible, necessary, and ethical,

is another concept taught internally. I had to be aware of the abilities at my disposal and make use of JPLANE while I was acting. My communication strategies follow the five-step appeal approach. According to this paradigm, officers can cope with opposition by giving the subject of their demands every opportunity to comply. Simple appeal in the first step: Request compliance from the other party. Step 2: Reasoned appeal - Describe the request's justification, any applicable laws that were broken, and the circumstances that led to the request. Step 3: Personal appeal - Remind the offender that by taking the risk of getting arrested, they could lose things that are really important to them, such as money, time, respect from their partner and family, and their ability to earn a living. Step 4: Final plea - Explain the situation and ask the individual if there is anything you can reasonably do to help you collaborate with you or us. Step 5: Take Action If resistance persists, reasonable force might be the only alternative remaining. I ended up arresting the male for being drunk and disorderly.

People with PTSD have a wide range of symptoms. They include alertness and reactivity symptoms, such as jitteriness, being always vigilant for danger, having a quick temper, and being jumpy and quickly frightened. Hypervigilance is the state of being always alert, on guard, or on edge. It is also characterised by irritability, furious or hostile outbursts, and reckless or self-destructive activity. The male was exhibiting a lot of these traits. Alcohol, like many other things, may make things worse, and you'll constantly have the worry in the back of your mind about how that individual will react to police presence. Alcohol abuse makes it more difficult to deal with stressful situations and traumatic experiences. Some PTSD symptoms can worsen with alcohol consumption and intoxication (National Centre for PTSD, 2017).

According to Pinel and Barnes (2018), a moderate blood alcohol level can lead to cognitive, perceptual, linguistic, and motor deficits as well as a loss of control, all of which can finally result in violent behaviour that is not acceptable in society. Aggression through violence aims to cause great harm. In this situation, substance misuse is frequently linked to violent and criminal behaviours (Anderson and Bushman, 2002). Due to its disinhibiting effects and loss of emotional control, which enhances one's susceptibility to physical assaults, alcohol is one of the main causes of violent occurrences (Karlsson, 1998). There has been several studies that look at the links between violence, alcohol and criminal behaviour Brennan et al. (2000) states that substance addiction, particularly alcohol abuse, is a significant risk factor for criminal behaviour and violent crimes, including those committed by people who have mental illnesses. Since alcohol usage is a significant contributor to the occurrence of violence (Room and Rossow, 2001), there is a clear connection between the two (Mann et al., 2006).

There are several theories and models that have been modified while dealing with conflict. The Betari Box Model was the one I employed. The Betari box model uses a cycle to demonstrate how our attitudes influence our behaviour, which in turn influences the attitudes of others, which in turn influences their behaviour. The cycle may also serve as a metaphor for how the actions of others can influence our views, which in turn influence our behaviours. Our behaviour and the mindset we choose to adopt are related. The attitudes of others then influence their actions, which in turn influences our behaviour, and so forth. The model unequivocally shows that both our behaviour and that of others have an impact on one another (Revolution Learning, 2023). The idea contends that while a conflict situation is developing and appears to be caught in a cycle of brewing conflict, a change in one of the participants' attitudes can break the cycle of conflict. Our attitude is expressed through both

our body language and the words we use. The Betari box model has many flaws this is way a police officer cannot be required to use a single paradigm of conflict management.

I will say that I am quite happy with this experience, conflict does not always result in the use of force and in the majority of time, verbal dialogue is involved at some point that incidents that turn out in this manner. Tactical communications main goal is to stop an escalation from verbal to physical opposition to compliance and active threat. The most critical way for measuring the effectiveness of communication skills is ultimately the capacity to prevent this escalation which in this incident resulted in the arrest of a aggressive and violent male. I am satisfied that the communication skills I employed were ethical and line with policies and procedures.

Words 2015

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:

The majority of people do not regularly interact with the court system, when they do it is typically because they are a victim of crime, and their interaction may regrettably be stressful, confusing and end taking over their lives. Years can pass before serious criminal cases are completed, causing lives to be destroyed, relationships to fall apart and jobs to be placed on hold. Communities can break apart because of low level crime which also degrades society. In the past 15 years, there has been a considerable improvement in the victim experience, we now have a better grasp of the requirements of victims and are better able to give them the coping mechanisms and recovery tools they require. It is crucial that we continue to build on the gains we have made to guarantee that we are doing everything in our power to support victims, making sure we are keeping up with the evolving nature of crime and crimes being reported and that we can manage the demands this makes on the system (Gov.uk, 2018).

Many people experience as victims continue long after a crime has been committed. Crimes can have a serious negative effect on a victim's physical and psychological health, resulting in lifelong trauma, job loss or financial hardship. Several offenders have also been victims of crime. The cycles of victimisation and offending can be broken by receiving the appropriate support at the appropriate time (Gov.uk, 2018). The UK government released its Victims strategy in September 2018. It outlines a criminal justice wide strategy to enhancing the assistance provided to victims of crime and incorporates measures from all criminal justice agencies, including the Police, Crown Prosecution Service and Courts (College of Policing, 2021).

I will be describing and evaluating an incident I attended which involved a racial aggravated hate crime. According to the Crown Prosecution Service.GOV.UK (2022) hate crimes are defined as any criminal offence that the victim or any other person believes to be motivated by hostility or prejudice and is based on one's perceived disability, race, perceived religion, sexual orientation, perceived sexual orientation or transgender identity. More than 10,000 hate crime prosecutions took place in 2022, and 79% of those judges extended the offenders sentence because they decided that crime was hate crime. According to statistics hate crimes are increasing annually in the UK. In England and Wales, there were 155,841 hate crimes reported to the police in the year ending 2022, a 26% rise from the year before. Since the year ending March 2017 when there was a 29% spike this was the largest percentage increase in hate crimes. The majority of hate crimes, which account for more than two thirds of all such offences (70% or 109,843 offences) as in previous years were racially motivated. These offences rose by 19% between the years ending in March 2021 and March 2022 (GOV.uk, 2022).

We had received a call from a female saying that her neighbour had called her a racial slur as she was leaving her address. The female had previously reported two incidents involving the same person, both of which had been reported to the police. The first incident was reported back in 2019, where the female did not wish to make a complaint or go to court because she feared it would escalate and make her more vulnerable. The second incident was investigated but no further action was taken against her neighbour due to lack of witnesses and CCTV. The perpetrator was already known to the police because of two prior incidents and other neighbours also reporting several incidents involving her behaviour around the community. The female was too terrified to go back to her home address for fear of experiencing more racial abuse or worse so was staying at a friend's address, so we made our way there to speak to her and take a statement. The female had stated that she was leaving her home address with her ex-partner when she noticed her neighbour and her boyfriend outside laughing and pointing at her. The female had been spending the night at her daughter's place and had simply stopped by her home address to pick up some medication she needed. When the female arrived at her home address, she noticed that her neighbour was sitting on her doorstep and was staring at her, which she felt was an attempt to intimidate her. The boyfriend was also spotted hanging around outside while she was inside with her ex-partner, she could see them peering at her ex-partner's car. Her neighbour's boyfriend then made a joke about trying to get a phone out of the car and laughing, the neighbour continued to sit on her doorstep and stare. When the female and ex-partner was leaving, the neighbour yelled "You stinking black f**king c**t!". This was witnessed by her ex-partner. The female was upset and called the police as soon as she could. I spoke with the female with her friend as an appropriate adult as she had learning difficulties, she stated she was willing to make a statement and go to court. When I returned to the station, I updated

the OEL and added the Victim codes and submitted a victim focus referral for the female. The incident was crimed as racial aggravated public order offence under section 28 of the Crime and Disorder Act 1998, which lists several offences that can be classed as racially or religiously aggravated if they are motivated by hostility or when the perpetrator exhibits hostility. When there is evidence of racial or religious aggravation at the time of the crime these offences may be the preferred charge.

The terms religiously aggravated or racially aggravated are defined in Section 28 of the act. If the following conditions are met, an offence qualifies as racially aggravated.

- The offender expresses hostility towards the victim of the offence at the time of the offence, or immediately before or after doing so based on the victim's membership or assumed membership in a racial group.
- The offence is motivated wholly or partially by hostility towards members, or a racial group based on their membership of that group (College of Policing, 2014).

It is vital to remember that a hate crime only qualifies as such if the perpetrator exhibits any of the above behaviours or if the victim believes that the perpetrators motivation was motivated towards the protected trait. By referring to the female as a "f**king, black c**t" in this incident the perpetrator made it clear that she was motivated by hate for her race. Race, religion, disability, sexual orientation, and transgender identity are the five nationally identified hate crime strands (College of Policing, 2022) The victim was a black woman of Jamaican descent and was alarmed and distressed by the racial slur shouted at her in the street.

In comparison to victims of other types of crime such as burglary and robbery combined, victims of hate crimes were less than happy with the responses provided by criminal justice

agencies according to the crime survey for England and Wales. According to survey data from 2012-2013 and 2014-2015, hate crime victims were less likely than other crime victims to believe that the police had treated them fairly or with respect. A major portion of victims of hate crimes do not disclose their experiences to the police or any other relevant groups. According to the study they also do not believe that their assistance needs are acknowledged or effectively met. They also do not feel that they have access to justice (CPS.GOV.uk, 2018)

The new victims code which went into effect in April 2021, outlined how and when police should speak with victims to make them feel supported. The code outlines the services and minimal requirements that we must offer to crime victims. When the victim reports a crime to the police, they have the legal right to assistance. This involves an initial victim needs assessment this determines who qualifies for enhanced rights (College of Policing, 2021). The victim code makes it abundantly apparent how victims should be treated. This includes.

- With kindness, decency, respect, awareness, and compassion.
- Make completely respected decisions.
- Have officers respect their privacy in accordance with their responsibilities under relevant privacy and data protection laws.
- Get assistance from services to help them and their families to understand and participate in the criminal justice system and receive the assistance in a professional manner without any kind of prejudice (College of Policing, 2021)

Because victims are vulnerable, and officers can be the first people they contact after becoming a victim of crime there are great expectations placed on the police while dealing with them. First impressions matter because they cannot be reversed, it was my duty to explain what was happening, the next steps and talk the victim through the procedure. As the

officer in case for this incident I was the victims point of contact and gave them all the information they required, along with my contact information and an occurrence number they could use to get in contact with me to discuss the crime they had reported. For victims the way police and the criminal justice system operate, as well as how victims as spoken to and dealt with can be perplexing, stressful and upsetting. It is crucial that I acted in accordance with the codes obligations to avoid re traumatising the victim with my actions and they viewed me.

It was not just simply my responsibility to investigate the victim's complaint of the incident, I also had to see to it that the victim received the proper support and was kept informed at all times. To accomplish this, I updated the incident with the victim codes on the OEL log. I added VU1 which is the initial victim needs assessment, during which I determined what they had been a victim of and ensure that they receive the proper support through the enhanced victim services as they were a victim of serious crime due to it being a hate crime and they were persistently targeted in my opinion due to the two other incidents from the same perpetrator. I also believed that the victim was vulnerable due to have a learning difficulty The victim requested extra measures before appearing in court through giving evidence via video link. The victim was informed that she might express in their own words how the crime has affected whether physically, emotionally, financially or in another manner in a victim personal statement. Understanding how the crime affected the victim also aided me in making wise decisions about the incident. She was prepared to do this statement to demonstrate how severely this crime had affected her and how it has persisted since the first incident. It's crucial to keep the victim informed throughout the investigation and to use only one point of contact. Every week I will notify the victim via the specified method of contact.

At the conclusion of the investigation, I will also get in contact with the victim with my findings and whether there has been a charge. Because it is crucial to keep the victim informed, I also updated the incident with the hate crime matrix (HC09 and HC10) and tasked the neighbourhood policing team and the hate crime unit as this is a necessity whenever a hate crime has occurred in the local community.

Words 1891

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:

When interacting with the public and carrying out their tasks, police officers must make several important judgements. How police officers evaluate events, communicate with the public, choose when to stop and search, obtain consent to search, carry out searches, informally warn suspects, and arrest suspects depends on the criteria they use to make these judgements as well as the community, operational and personal considerations that they consider. Officers frequently encounter challenging situations that call for fast thinking and wise decision-making. I underwent extensive training during my course, which included decision-making scenarios and exercises. The training's goal was to give me the knowledge and abilities to use the National Decision-Making Model (NDM) to dynamically analyse risk in a variety of settings and reach sound decisions. When making decisions, police officers must consider potential risks and threats to the safety of the public, themselves, and others.

It is critical to balance the necessity for urgent action with any potential hazards. Officers are given some latitude in making these judgements, but they must use it responsibly and in conformity with the law and other procedures. Their decision-making process is aided by the code of ethics and professional police standards, which also guarantee fair and impartial treatment. Measures of monitoring and accountability are applicable to decision-making accountability. To guarantee that choices are made legitimately, ethically, and in the public's best interests, internal reviews, external audits, and a legal framework are in place (College of Policing, 2022)

Officers employ a variety of decision-making tools, as well as definitions and pneumonics, which are crucial in the decision-making process. When officers arrive at an incident, the National Decision Making Model is the primary tool used in the decision-making process. It offers a framework in which choices can be evaluated and contested, both immediately and later (College of Policing, 2022). In this essay, I'll use the National Decision Making Model to analyse and evaluate a situation I recently found myself in. I consider the National Decision Making Model to be the major tool I used for reflection, critically evaluating my actions and choices. I will next describe and relate the "Criminal Procedure and Investigations act (CPIA) to the occurrence and ascertain what obligations this law places on the officers. I'll go through the decision-making pneumonics, show I overcame bias in my judgement, and how discretion was applied in a policing context (College of Policing, 2022).

I was called to a report of a shoplifter at a nearby food store. When my colleague and I were returning to the station from a high-visibility police patrol, two store employees flagged us down and reported that a male had just left the store without paying for several products. The

male additionally packed a sizable basket with items and left the store in addition to concealing them in his rucksack. We were provided a description of the individual so we could search the area and carry on our investigation. The employees pointed out a male who matched the description to us from several yards as we were about to leave. Given that he matched the description provided to us and that he was carrying a wheeled basket full of products from the store, I had reason to believe that this was the male. Based on this information, my colleague and I made the decision to approach the male and stop him, and conduct a search to see if he was the male who had committed the offence. As soon as I approached the man, he immediately confessed to the crime. I then told him that I was going to conduct a Section 1 (PACE) search and that I would use the mnemonic GOWISELY to make sure the search was legal. This included telling him that he had been detained for a Section 1 (PACE), the reason for the search, the items I was looking for, my contact information, and his right to a receipt. PACE Section 1 states If a police officer has a good basis to believe that stolen property will be discovered, he or she may detain any person, vehicle, or item that is in or on a vehicle in any public area. Such items may be taken if they are discovered during a search (Gov. UK, 1984). The things were found during the search in his bag and the wheelie basket he had brought. We were familiar with the male from earlier situations, which did not include shoplifting. The male was sorry and said he didn't have any money for food. I exercised judgement in handling this issue, I applied the attitude test, and I had the goods returned, thus issuing a summons was a reasonable course to pursue under the circumstances. I had to determine whether I had reasonable grounds for suspicion in accordance with Section 1 of the Police and Criminal Evidence Act of 1984 (PACE) before performing a stop search.

- Do I honestly believe that if you search the person, you will find the item they are carrying?
- If someone else had the same information as you do, would they also have a reasonable suspicion of this (College of Policing, 2018)

The use of stop and search must be proportionate and appropriate. However, if applied improperly, illegally, or unfairly, it may alarm or distress members of the public, have long-term negative effects that make the job of the police harder, and deter people from voluntarily cooperating with the police or reporting crimes. Adequate use of the power's entails operating legally and within the parameters of the situation. The following requirements must be met by officers: they must have justification for using their authority; they must do so without favouring or not any individual or group; they must act solely in accordance with the law; and they must follow the relevant procedures. The proper use of stop and search also entails officers taking a "procedural justice" approach, which involves treating people with respect and making choices that are fair. (Laufs et al., 2020). Make objective conclusions based on the facts and provide justification for those decisions. Show that they are trustworthy by allowing people to voice their opinions and listening to them. Show respect for and dignity towards others (College of Policing, 2018)

The use of this policing power has been under intense scrutiny over the years due to concerns that it may be used to discriminate against a specific race or an individual's appearance. Even though the man was white and well-known to us and we had dealt with him in the past, I had to consider unconscious prejudice when I approached the male because I could have subconsciously decided how I was going to respond to the incident. Unconscious bias might have influenced how I made decisions when dealing with the male. Unconscious bias is a process that occurs automatically and is triggered by our brain when it makes snap

judgements and assessments of people and situations influenced by our background, cultural environment, and personal experiences (Allen & Nicholls, 2022)

Unconscious bias is a process by which associations are made without being consciously aware of the process. Our upbringing, experiences, and the media we consume all contribute to the development and maintenance of implicit biases. We are all biased and have blind spots when it comes to our own biases. Affinity bias may have affected my judgement in this specific situation. Affinity bias is a form of prejudice where we favour others who are like us in terms of their occupation, gender, accent, or sexual orientation (Ruhl, 2023)

I actively considered whether a stop and search was the right course of action in light of the unique circumstances I was in by applying the National Decision Model. I also thought about whether a stop and search is appropriate, necessary, and legal given the circumstances. I also weighed up my alternative options for managing the matter. By using the NDM, I was also able to pause and consider the validity of the suspects' justifications in an organised manner before deciding to conduct a search. My legal protection in their exercise of the authority was provided by the NDM framework, which I used to clearly state the reasons and decision-making process on the stop and search form and in my pocket notebook. The College of Policing, (2014) established and supported the National Decision Making Model, which is the leading decision-making model in policing. It was essentially created to give a benchmark by which all policing actions could be generally evaluated and to standardise police decision-making across the board. However, officers who have applied the NDM to their decisions in good faith will typically be supported even if the outcome is unfavourable (important in a profession where things go wrong as much as they do in policing). However, using the NDM does not ensure immunity from the consequences of their actions. The National Decision Making Model is divided cyclically into five sections: gathering information and intelligence, assessing threat and risk and developing a functioning strategy, considering

powers and policy, identifying options and contingencies, and taking action and reviewing. In addition to these five elements, the NDM is supported at every stage by the Code of Ethics (College of Policing, 2022). The first step of the NDM is gathering intelligence. I started doing this as soon as I obtained the first information from the two employees. I also performed PNC and NICHE checks on the individual to learn more about his past and look for any warning markers. Beyond this, I paid attention to what the male had to say and any mitigating factors, and I used what I had learned to educate him of my decision-making without showing favour. The facts were claimed to be true. When I am called to an incident, a dynamic risk assessment is something that is ongoing as impact factors alter how the situation is perceived, therefore accessing the threat posed to me and developing a functioning strategy was something that may change at any time. My alternatives and contingencies are determined by the powers and policies at my disposal. The ability to arrest was present because crimes had been committed, but using my discretion, I decided that issuing a summons to the male was the best course of action. A summons is a written order signed by a justice, magistrate, or clerk of the court that asks the person to appear at a particular location and time to answer the charge(s) listed in it (College of Policing, 2022) I felt that I conducted myself ethically in a circumstance where unconscious bias might have been at play.

The Criminal Procedure and Investigation Act (CPIA) was a piece of legislation passed by the British Parliament that at the time completely revised the procedures and rules used by the criminal justice system to investigate and prosecute criminal offences. The act is applicable to all professionals working in the criminal justice system, starting with the police at the initial contact and ending with the Crown Prosecution Service (CPS) and magistrates. The statute outlines standards and processes for police personnel regarding the handling of

information obtained during an investigation and the disclosure of this information (CPIA, 1996). The incident mentioned did reach the CPS stage and resulted in a Summons to court I had to disclose the males PNC prints, custody records and OEL logs for the occurrence.

Words 1891

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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