

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

To be completed by DHEP Detective students only

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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 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:

In this essay I will be discussing and comparing two coping strategies that I applied during my initial six months of learning since being attested as a police constable (PC) to develop resilience and minimise stress. I will be using Borton's Model of Reflection (Borton, 1970) to structure this essay. The first part of Borton's model, and this essay, will focus on "what?". The "what" being the definition of stress and resilience. I will then discuss the "so what?" element of the model which will cover the methods I personally used to reduce stress and develop resilience. The final element of the model is "now what?". This section will reflect on the methods I used, what worked for me and what didn't, and which methods I intend to use going forward in my career.

According to Southwick and Charney (2012), resilience is the capacity and dynamic process of adapting to overcome stress and adversity whilst maintaining normal physical functioning. Research found that academic resilience can be promoted by focusing on alterable factors which have an impact on the ability to learn (Waxman et al. 2003). To become more resilient, it is important to look at what factors have a negative impact on the individual's ability to focus and learn and finding a way to reduce the impact of these factors. Lazarus and Folkman (1984) defined stress as being "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing." In layman's terms, stress is a pressure put on a person by their experiences or surroundings which makes it more difficult for the person to function optimally. These definitions answer the "what" element of Borton's model.

The next part of this essay will cover the "so what" element of Borton's model. Since being attested as a Police Constable, to develop resilience and minimise stress I have prioritised going to the gym on a consistent basis with a focus on resistance training. According to Wu et al. (2013) and McEwen (2016), physical exercise is a frequently mentioned factor in numerous studies when it comes to building resilience. As supported by research conducted by Mitchell and Barlow (2011), over the last six months, I have found that doing more exercise has improved my overall quality of life and made me more resilient. I kept a consistent routine and made sure that I went to the gym at least 5 times a week and followed a programme that I created myself. I found this very beneficial as having a set routine meant I did not have to spend time thinking about what I was going to be doing at the gym,

I already had a plan set out which meant that going to the gym was not a stressful experience and I was doing exercises that I enjoy.

According to research conducted by Spalding et al. (2004), physical activity leads to improved cardiac performance which reduces strain on the cardiovascular system, making normal functioning of the body more efficient. As a result of this, the human body does not have to do as much work to counteract the physical effects which occur when faced with stress. I felt the benefits of this as before I started exercising regularly my body would often feel fatigued without having done anything. Being more active led to my body craving healthier food and more water which resulted in healthy weight loss and consequently, higher self-esteem. This also resulted in improved resilience as it gave me a lot more self-confidence.

Cognition refers to the ability of the brain to process and obtain knowledge (Ramirez, 2011). As previously mentioned, initial police training requires extensive retention of knowledge. Studies conducted by O'Connor et al. (2010) noted that resistance training improves several aspects of cognition in healthy adults. The main findings in these studies found an improvement in memory and memory related tasks. I felt the benefit of this in initial training as when I was studying, I was able to retain a large amount of knowledge. This allowed me to achieve good exam results. By obtaining good exam results I felt more resilient and more confident in becoming a PC.

Increasing the frequency at which I exercise has had a major impact on the quality of sleep I get as I am more tired when I get into bed, and I fall asleep much quicker. I have found that improving my sleeping pattern and the quality of sleep I get has had an impact on my stress levels and this has helped me develop my resilience.

O'Connor et al. (2010) found that insufficient sleep can have a major impact on both physical and mental health. This research found that people with sleep disorders relating to mental health issues saw a 30% improvement in their sleep from regular resistance training. UK charity Mental Health UK (2022) also support this research. Some effects of poor sleep include poor focus, memory and concentration and it can also make people less able to manage stress. Poor sleep can affect resilience and stress management as it can result in reduced productivity (Germain and Dretsch, 2016). I found that maintaining a consistent sleep schedule helped me reduce my stress levels as I was able to structure my days according to a routine which made me more productive.

Finally, I will cover the "now what" element of Borton's model. Upon reflection, exercise and consistent sleep were hugely beneficial to me during initial police training and I can confidently attribute my success in training to these two factors. Since being in the response department I have ensured to keep up the exercise routine, however I have had to modify it. As I was quite sedentary in training I could exercise more intensely, however now on response the demands are higher therefore I have reduced the intensity of my gym routine. I now aim to go to the gym at least four times a week, however if my body feels it needs more rest I do listen as I know I can go back to the previous routine when I am ready.

Doing shift work has meant I have had to move away from the routine I had previously put in place during initial police training. However, when possible, I do make sure that I still get approximately 8 hours of sleep around work. The adaptations I have made to my routine have been successful so far and I am still feeling the benefits of reduced stress and increased resilience.

Word Count: 1098

Task 2

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

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

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

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

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

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

ANSWER:

As stated by Dryer-Beers, Braddock, and Wire (2020) in their review for the College of Policing, the nature of policing is physically demanding, and it is a potentially dangerous profession which often puts police officers in a position where they must face violent and aggressive people. Police must act appropriately to mitigate the risk posed by violent and aggressive members of the public, often putting themselves at risk in the process. Policing is a very public facing job which means that the actions taken by police officers in incidents of this nature are pertinent to ensuring public safety, trust, and confidence in the police force.

This essay will reflect on a policing incident which I attended where there was conflict which I helped manage. To ensure that I do not breach data protection will not provide any identifying details regarding the incident. I will start this essay by assessing the social and legislative contexts of this incident and whether there were any cultural, ethnicity or language issues. I will then move on to consider the communication skills that I used during the incident and whether they were successful or not. Finally, I will critically evaluate any theories or models underpinning the cause of conflict in this incident.

During a night shift on response, I was on mobile patrol with my tutor when a call came in over the radio of a disturbance in a block of flats. There was brief mention in the call of knives which meant the incident had to be reviewed before we were able to attend. It was declared that a taser authority was granted therefore three taser trained officers attended with a further three officers not carrying taser. As I was one of the officers not carrying taser, for my own safety I stayed behind the officers with taser. In this moment I felt an adrenaline rush and my heart started to beat very quickly and I could feel myself starting to sweat. Adrenaline rushes are natural reactions in the body when the brain senses a threat (Cafasso, 2023).

As mentioned, there were people in possession of knives, taser officers were prepared to use force to neutralise this threat. From the information provided, the use of taser was deemed appropriate use of force following powers provided by the Criminal Law Act 1967 and The Police and Criminal Evidence Act 1984 (Glass, 2007).

Upon arrival at the address, I was approached by a male and a female who stated that they had a flat party which had got out of hand. It was established that the people causing the disturbance had left the area after throwing a bottle of alcohol through the front window of the property. This had caused the window to shatter and cause damage to items within the flat. It was established that the complaint was about the damage caused to the window, and the legislation that we would be using in this investigation would be Section 1(1) of the Criminal Damage Act 1971.

Upon realising that the disturbance was no longer ongoing and there were no weapons being brandished I felt a relief as the risk of harm towards myself, my colleagues and the other people present was decreased. This meant that it was safe to start investigating the incident of criminal damage.

Resistance towards police comes in many forms, not only physical resistance. Often, resistance comes in verbal form and can manifest itself as disrespect and overt hostility towards police officers (Engel, 2003). As both the male and the female were fuelled by alcohol and frustration regarding the damage to their home, it became difficult for officers to communicate effectively with the pair. The female blamed the male's friends whilst the male stated his friends were involved but didn't cause the damage therefore refused to provide their details. The pair were refusing to listen and engage with police. At this point I informed them that we would go outside for ten minutes to give them time to discuss the situation and to calm down before we returned to try and establish any investigative opportunities available. As stated by Peacock (2000), one way to resolve anger and frustration is to talk it out.

I re-entered the property alone whilst my colleague spoke to a passerby outside who had some information about the incident. The male pointed out to me the bottle which was thrown through the window and informed me that no one else had touched it, I applied a pair of gloves and seized the item for examination. I engaged in conversation with the male to build a positive relationship and encourage confidence as this would help with gathering information about the incident. During this interaction the female started raising her voice at me and tried telling me that I was destroying the evidence by picking it up. I informed the female that I was wearing gloves and I was placing the item in an evidence bag which meant that if there were any prints on the bottle, they would remain intact until the bottle is examined. Betari's Box is an illustration which states that your attitude and behaviour will influence someone else's attitude and behaviour (Conflict management skills, 2020). I kept this in mind whilst interacting with the female and I did not let the female's attitude influence my behaviour. I ensured I remained calm and professional despite the difficulty in communicating with her.

The female left the room leaving me to speak with the male. The male asked what I could do to fix the window, to which I informed him that we did not have any equipment to secure the window and he would need to get in contact with his landlord to arrange a repair for the window. The female then re-enters the room and started shouting in my face that I wasn't doing my job properly as I wasn't able to repair the window. Karpman's Drama Triangle (1968) is a great representation of

the roles in this incident as the male was playing the victim, the female was the persecutor and expected the police to be the rescuer. The female was being overly critical of the police as she didn't understand our role in the investigation of the incident. The female had an expectation that we would fix the problem there and then which I had to explain to her wasn't the case. After hearing the female shouting, my colleague entered the property to see what was going on. The female expressed her frustration towards him by shouting in his face that we were the reason that people don't have trust in the police and that we do not care about fixing other people's problems. Research by Engel (2003) found that females were more likely to be classified as being disrespectful towards police officers than males, which was true in this case as the male was calm throughout the interaction albeit not completely engaging. One of the positives that I have taken from this situation was my ability to actively listen to what the female was saying and understanding where she was coming from, even though her way of relaying this message to officers wasn't executed in the best way.

From my understanding of the situation, I believe that a lot of the female's anger and frustration was a manifestation of her own guilt for allowing unknown people into their home and giving them the opportunity to damage their property. The female kept going back and forth between stating that she did not know the people that caused the damage, and referring to them as her partner's friends and how she could not believe that people they have called friends for so long could do this to them. A study by Tangney et al. (1996) found that across all age groups shame and guilt led to various demonstrations of anger including direct, indirect, and misplaced aggression. Another possible explanation I have for the female's behaviour was the influence of alcohol. Both the male and female stated that they had been out drinking the previous evening and had only stopped shortly before police arrival which was at approximately 03:00hrs. This meant that the couple were still heavily under the influence of alcohol when police arrived. According to the World Health Organisation, the use of alcohol is more closely associated with aggressive behaviour than any other type of psychotropic substance and has a different effect on different people (Beck and Heinz, 2013). As stated by Buddy (2023), being under the influence of alcohol has a major effect on cognitive function and the ability to control anger. This also means drunk people are more likely to misread situations and overreact, which is what I believe the female was doing in this situation as I told her I could not fix her window. I believe the female took my response as me telling her I was not going to investigate the damage, despite my repeated attempts to tell her I was doing all that I could with the information provided.

The female took us asking questions to try and find out who caused the damage or who could potentially be a witness of the incident as us challenging her and blaming her. She kept expressing her distrust in the police and kept telling us that we weren't helping them. The situation was made more difficult as the male refused to provide the details of his friends. The male was informed that it would be in his best interest to provide his friends' details as there were no other witnesses to the damage, however he remained unconvinced by this. The couple's distrust in the police could be because of numerous news articles relaying the message that police officers are not trustworthy (Hinsliff, 2022; Milan, 2022).

It took a lot of patience and active listening both from myself and my colleague to get the couple to calm down and be willing to listen to us. It is part of the nature of policing to deal with people on the most difficult days of their lives therefore I was prepared to be patient and understanding of the frustration displayed by the couple. Despite this, I was not willing to be disrespected. I did have

to raise my voice and be more assertive as the couple were not understanding that our role was to investigate the incident and ensure their safety, not repair the window.

It was eventually established that the couple would prefer to close the window as much as possible rather than wait for CSI to examine whether there were any forensic opportunities on the window. I helped with securing the window as much as possible until the landlord was able to organise for it to be repaired. After doing this, the couple showed gratitude for our attendance and apologised for their previous aggressive and argumentative behaviour. The male later decided he did not want to pursue a complaint about the damage and was unwilling to provide any details of his friends to help with the investigation.

If I was to be in a similar situation again, I would not have re-entered the property alone. This is based on the details of the initial call and because the female became aggressive towards me very quickly after I re-entered the property. Although the female did not become physically violent, it was an enclosed space and there were two people for me to deal with. I would have felt safer with the support of my colleague who could have helped deescalate the situation quicker. I also would have asked the female to leave the room or take the male to a separate room to speak about his intentions and what type of actions he wished for the police to take in this matter. This would have helped reduce the amount of time spent at the call as the female's obstructive nature meant it took longer than necessary to establish that they only wanted us to help fix the window and were not fully committed to helping the investigation of the damage.

When I attend incidents in future where the people present do not have full capacity due to being under the influence of alcohol or any other substance, I will not be as hesitant to be assertive. The majority of calls I have been to the people I have been dealing with have been cooperative, however this was the first call I attended where the reporting person was not cooperative. I have now established it is better to find out the outcome they desire as soon as possible to reduce the time wasted.

Word count: 2109

Task 3

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

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

Critically explore a policing incident that you have **investigated** and examine how you dealt with competing issues such as 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 during the **investigative process**.

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

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

ANSWER:

This essay will critically explore a policing incident that I investigated, and I will examine how I dealt with competing issues such as legislation, social issues, culture, and language. I will use Gibbs' Reflective Model (1998) to reflect on my actions from a policing incident where I played a significant role with a victim. I will discuss the victim's Code of Practice and how I used it to support the victim through the criminal justice system. I will refrain from going into specific detail regarding certain aspects of this investigation to ensure I do not breach data protection laws.

To explain what happened, the incident involved a male who committed an offence contrary to Section 91 of the Criminal Justice Act 1967 which makes it an offence to behave in a disorderly manner in a public place whilst being drunk (*Criminal Justice Act 1967 - drunkenness in a public place*, 2021). The male then committed two offences contrary to Section 39 of the Criminal Justice Act 1988 which relates to common assault by beating as he assaulted a female and her four-year-old son (Assault by beating, 2021).

The male had been detained by my colleagues and arrested for being drunk and disorderly and two counts of common assault by beating by the time I arrived on scene. This allowed me to safeguard the victims and to find out details of what had taken place prior to police arrival at the incident. My initial instinct was to find out if anyone was injured and if medical assistance was needed. It became apparent that no one was injured however the people at the incident were very shaken up. A female explained that she was the reporting person and the victim of an assault at the hands of the subject. The female stated that she was in the house preparing medication for her eldest son who has a mental disability whilst her other children were directly outside the house preparing for a local carnival. Whilst she was inside, she heard an unfamiliar male voice shouting a name into the house that was not hers. She went to the door to see what the disturbance was and saw a male

that she recognised as being someone from around the area. The male entered the property as a trespasser and hit the female on the arm with a packet of tobacco whilst calling her by someone else's name. The force behind this action constituted an assault by beating. The female directed the male out of her property and back onto the street where due to his intoxication he could not stand up properly. The male was stumbling around on the pavement and was slurring his speech which are two clear signs of intoxication (Rubenzer, 2011). The male fell onto a parked car, and he also fell into children that playing on the pavement. The female stood in the doorway speaking to her four-year-old child, at which point the male rushed back over to the female. The female stated that the male grabbed four-year-old boy's arm and threw him to the ground to get him out of his way which constituted a second assault.

Whilst obtaining a statement from the female, she stated that she recognised the male as being the ex-partner of one of her neighbours and that's whose name he was calling out to her. The female also stated that she could not leave her house to defend the children outside because she had her eldest son inside who had not received his medication for his mental disability and therefore needed the support during this incident.

This next part of the essay will discuss my feelings during this incident. On the way to the incident, I felt a lot of adrenaline as I knew there was a heavily intoxicated male on the scene. From experience, I know that people under the influence can be very unpredictable. I was aware that there were children and other vulnerable people involved in this incident who would need safeguarding if the male was still present. I felt a sense of relief when I realised the male had been detained by my colleagues as this meant that the risk of harm had been reduced. I had a duty to protect all vulnerable people at the scene which I was more confident that I could do now that the threat was out of the way. I remained calm as I could see that the female was visibly upset and needed reassurance that her and her children were now safe. The female required a lot of patience due to heightened emotions which I was able to give her. I believe the female was very appreciative of this as she kept thanking me for my patience and understanding. This gave me confidence when dealing with victims as it showed that my actions and my attitude helped people deal with their feelings following a terrible experience.

The Ministry of Justice produced a document called the Code of Practice for Victims of Crime in England and Wales which sets out the minimum standard of service that the police must provide victims of crime (Code of practice for victims of crime in England and Wales, 2020). Under this code, a victim is any person who has suffered harm, including physical, mental, or emotional harm which was directly caused by a criminal offence.

I will now evaluate what went well during this incident. Considering the circumstances, I believe I explained the victim's rights to them very well. The first right is the right to be able to understand and to be able to be understood. Whilst speaking with the victim I ensured that they felt listened to and heard regarding their complaint. As the incident had only just taken place emotions were high, therefore patience was key to getting through to the victim.

The incident took place in area where deprivation is prevalent. Deprivation and economic issues often have a positive correlation with crime rates as people that feel they are not receiving the same opportunities as others often use criminality to exploit others and to try and level the playing field (De Courson and Nettle, 2021). It was found in past studies that the relationship between public services and the public in deprived areas was poor due to a strain on resources and low-

quality investigations (Duffy, 2000). Despite this research being 23 years old, the results are still relevant now, and it is important that when people in deprived areas report crime they are listened to and understood as this is how trust and confidence will be built between the police and the public.

The second right that victims have under the code of practice is the right to report a crime and have it recorded immediately and to have their statements taken. In this incident the crime was recorded before police had even arrived on scene due to the disclosures made to the control room. As the male was detained immediately it allowed me and my colleague to deal with the victims and witnesses and obtain their statements immediately which meant their accounts were still fresh in their minds. This is beneficial to the quality of the evidence as it reduces the likelihood that accounts are influenced by other opinions.

The third right that victims have is the right to be provided with information regarding procedure when reporting a crime. Initially it was difficult to have this discussion with the victim as she was very emotional and kept interrupting whilst I was explaining the procedure to her. The victim wanted to be told that police were able to restrict the male from being able to attend the address however due to the nature of the incident this was not possible. This was a difficult message to deliver as the female was distressed, however after being patient and understanding with her, she came around to understanding the procedure and what steps will be taken during the criminal justice process.

The fourth right is the right to be referred to services that support victims however the victim had no interest in this service as she had a strong support system of friends and family around her.

The final right that I provided the victim with at the time of attendance was right eight which is the right to be given information about the trial, trial process and their role as a witness. When this was explained the victim stated that she did not want her four-year-old son involved in any legal proceedings due to his age however she was confident that she would be helped through the legal process and wanted to continue with her own support of the investigation.

From what I observed during this incident, it was clear that the family was supportive of one another and wanted justice for themselves and wanted to engage with the police process. One of the witnesses in this investigation was the victim's oldest son who has a mental disability. At the time of the incident, he was unmedicated and very agitated therefore his mother needed to take care of him. Meanwhile the mother's four-year-old child was assaulted outside the property. At first the eldest boy was unsure whether he wanted to give a statement as his medication was yet to start working properly and he was unsettled. The boy was concerned that his mental disability and the fact he was unmedicated would affect the quality of evidence that he is able to give to help with the investigation. Another concern the boy had was that if the case did end up going to court, he would not want to have to face the man who had harmed his family. I ensured that there was an appropriate adult present who could help make sure that the boy understood what was going on and what would be expected of him during the investigation. During this discussion, the boy's medication set in and he settled down and was willing to cooperate with the investigation. I explained the concept of special measures during court proceedings and how these could be requested for the boy due to his medical condition. As the boy stated he did not want to see the

male's face when in court I explained the concept of witness screening and how this could be requested on his behalf (Special Measures, 2021).

To conclude, it was understandable that the victim was frustrated when I arrived as the incident had taken place immediately before and emotions were still high. If I was to do anything different next time it would be to remove the female from the area where the incident happened as there were many people around who were also frustrated and emotional which made communicating with the victim difficult. The victim had told several friends and family members what had happened therefore they came to the property where the incident had occurred to support the victim. This made taking a statement from the victim difficult as other people kept interfering and speaking with the victim which ended up confusing her as she would lose her trail of thought. If I had taken the female away from the other people briefly to take the statement it would have meant the statement would have been taken more efficiently and the victim could have returned to her support system quicker.

Word Count: 1898

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Police officers are required to make decisions everyday which have the potential to change other people's lives forever. To ensure that the decisions are justifiable, it is important that police officers are honest and act with the utmost of integrity. In 2014 the College of Policing created the Code of Ethics which is a framework setting out the exemplary standards of behaviour expected of police officers (Code of ethics, 2014). The National Decision Model (NDM) is an example of one of the tools created to relieve some of the pressure put on officers when making discretionary decisions. The NDM can be used by officers to help structure a rationale of what they did during an incident and why they made a certain decision (National decision model, 2013). Throughout this essay I will be using the NDM to reflect on an incident that I attended and how it impacted my decision-making process along with my use of discretion within the investigation.

I will critically review the responsibilities that I had as an officer attending this incident and how this relates to the provisions of the Criminal Procedures and Investigations Act (CPIA).

During my time on response, I attended a call where a 12-year-old girl had physically attacked her mother by punching and slapping her and dragging her around by her hair. The girl also threatened to jump from an upstairs window. The mother was further assaulted when she tried to block the window. In summary, the call was for an assault where a 12-year-old girl with mental health concerns was attacking her mother.

The first aspect of the NDM is to gather information and intelligence. It is important not to confuse these two words as they have very different meanings. Information is raw data which can be generated by police officers or members of the public and for example it includes information

regarding what is seen, heard, or smelt. Intelligence is the product of the analysis of information, and it can be used for a policing purpose (Palmieri, 2005). It is important that the right information is gathered prior to attending any emergency incident to ensure that the correct resources are dispatched to the call. Call handlers are responsible for gathering the initial information and grading the call and they do this by asking certain questions and assessing the level of risk. It was established that a grade 1 emergency response was required, however I was not first to attend the scene. I had dealt with the subject of this incident in previous incidents therefore I was aware of the warning markers which had been placed on her. I made sure to inform my colleague of these to ensure we took the correct approach to the situation. Before attending the call, I had the information and intelligence that the girl suffered with mental health problems which were causing problems within the family.

The second aspect of the NDM is to assess threat and risk and develop a working strategy. This is a threat assessment, and it is at this stage I had to analyse the risk of potential or actual harm to the victim and the probability of it occurring. From the information provided in the initial report, the harm had already been done as the assault had already taken place however there was still a risk of harm to the subject as they were threatening to jump out of a window. From the information I had from previous experiences with the subject I knew that the probability of the subject harming herself in some way was likely as she has a history of self-harm. However, the subject has a history of threatening to jump from windows or other places to harm herself but has never followed through with. The girl's mother believes that she makes such threats for attention when she is bored. Despite the mother's beliefs, it is important that the threats are not dismissed as the rate of self-harm in children and adolescents has increased rapidly in recent years and police officers have a duty to safeguard vulnerable people (Morgan et al., 2017). Prior information and intelligence meant that when I attended the call, I already knew that the girl was involved with social services who also have a duty to help with her safeguarding. Upon arriving at the call, social services were unable to be of assistance as they were in the process of handing over between shifts. At this point it was important that the officers at the scene developed a working strategy that would safeguard both the victim and subject. My colleagues and I decided that the best course of action at the time was to arrest the girl for committing an assault contrary to Section 39 of the Criminal Justice act 1988 which is assault by beating.

Section 24(3) of the Police and Criminal Evidence Act (PACE) 1984 gave officers the power to arrest as an offence had been committed and the subject was guilty of committing the offence (Norton and Ozin, 2019). When making an arrest, police officers must consider the necessity of arrest which is governed by Code G of PACE (PACE Code G, 2012). Upon conference between myself and my colleagues it was decided that the necessity to arrest was to prevent the subject from causing injury to herself or others. I was not the arresting officer, but I was the only female officer on scene therefore I was required to conduct a search of the subject under Section 32 of PACE 1984. This search ensured that the subject did not have any items in her possession that could harm herself or anyone else. I considered my powers under Section 117 of PACE 1984 to use reasonable force (Legal framework, 2013). I decided that due to the subjects calm and complaint nature I would use as little force as possible therefore I did not apply handcuffs. When the subject was detained in the rear of the police van myself and my colleagues conferred as we did not want to have to take the girl to custody due to her age, however as social services were still unavailable, we did not have any other option.

The next part of the NDM is to establish options and contingencies. As the police force is a public authority, we were expected to act in that situation. Along with my colleagues, I had a positive obligation and a duty of care to the mother who was a victim of an assault. It was yet to be established whether the mother wanted to pursue a complaint against her daughter therefore I ensured that officers went to the address to find out what course of action the mother wanted to take. We also had a duty of care towards the subject. Whilst in custody it was established that the mother did not want to pursue any complaint against her daughter and was not willing to provide any evidence to support a prosecution. The Sergeant in custody decided that because of this information and the fact that the subject in this case is 12 years old it would not be considered proportionate or necessary to authorise her detention. This meant that I was back to square one with deciding what course of action to take with the girl.

The CPIA 1996 is a statutory legislation used in the United Kingdom to regulate the procedures of investigating and prosecuting criminal offences. The act contains a code of practice which sets out how police officers record, retain, review, and reveal the material obtained during a criminal investigation to the prosecutor (Criminal procedure and investigations act code of practice, 2015). The three most pertinent types of material used in investigations are evidence, unused-material and non-relevant material and the CPIA provides the definition for the three. Material which is classed as evidence includes victim and witness statements, forensic exhibits, or digital evidence such as CCTV. From the beginning of this investigation, it became clear that there were evidential difficulties as the victim was unsupportive of an investigation, there were no witnesses, there were no exhibits to examine and there was no CCTV. Relevant unused material is that which is relevant to the investigation but will not have any bearing on the case and includes Occurrence Enquiry Logs, Custody records and in this case a non-evidential statement from the arresting officer (Hill, Cunningham and Ephgrave, 2018). This statement is not evidential as it does not prove that any offence was committed. The third type of material is non-relevant material and that is anything which has no bearing on the suspect, the offence or any of the surrounding circumstances. Had the file for this occurrence been sent to the Crown Prosecution Service (CPS) I would have to disclose the previously mentioned material.

It was established at this stage of the investigation that the likelihood of a prosecution against the 12-year-old for her actions was highly unlikely due to evidential difficulties and the fact that it was not in the public interest to prosecute a child. This meant that I had to ability to use my discretion as a police officer to decide an alternative course of action. The nature of policing has adapted to allow officers the freedom to execute their own professional judgement. By displaying a moral alignment with the views and values of the public, officers can build a higher level of trust and confidence with the public (Manning, 2020). The new Police Education Qualification Framework (PEQF) requiring officers to complete either an undergraduate or postgraduate degree apprenticeship programme ensures that all new officers understand the expectations of professional practice required in the role (Hunter and May, 2020). In this incident I executed my discretion by working alongside other departments in the police including the Public Protection and Child Protection units to decide an alternative course of action from criminal proceedings. The outcome was a housing placement and care plan from social services for the girl which removed her from the area that she was living as this was exacerbating her mental health difficulties. The social workers had to come from a different area which meant that there were a few hours where the girl needed safeguarding. During this time, I sat and engaged with the girl, and I tried to find out more about her thought process behind the assault and what may be causing her troubles. I built a

positive rapport with the girl so that she would leave the station having had a positive interaction with the police as I am aware that every contact between police officers and victims or offenders may affect future interactions and engagement (In harm's way: The role of the police in keeping children safe, 2015). Upon reviewing the incident, I believe that the correct actions were taken to safeguard the victim and the subject as the girl received a care plan from social services where she was housed away from the area that she was currently living, which was the course of action which she wanted, and it is what the mother wanted. My actions and my demeanour helped to build a positive relationship between myself as a police officer and the victim as well as the subject which hopefully will help with the decisions she chooses to make in future.

Word count: 1888

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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