

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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 particular 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 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this assignment I will be analysing my personal coping strategies for dealing with stress and building resilience with a particular concentration regarding my 6 months of learning after being attested as a Police Constable. This analysis will firstly look at a brief history of what my life was before joining South Wales Police, my coping mechanisms and how I developed them. I will be comparing these mechanisms that I have developed over my life to new ones that I developed in my 6 months training and how I plan to continue developing and strengthening my coping mechanisms and resilience.

I have never been one to be overly effected by stress and I am often seen as the relaxed person in any given group that I am a part of. Looking back at the years where this was the case I have been able to identify that despite my belief I was stress free, I had in fact unconsciously developed a suitable resilience given my lifestyle and life trials and coping mechanisms. This was primarily completed through an involvement in team sports such as rugby, football and basketball and regularly socialising with friends in addition to seeing them both in an educational and sporting setting. It is clear now in retrospect that I found these to be very effective coping strategies for my needs at the time. Sport has been shown to have positive effects for a persons mental wellbeing as exercise releases endorphins which is also known as the 'feel good hormone'. The production of this hormone is proven to reduce stress and help mental wellbeing. A paper written by Erica Jackson (2013) discusses this and she states "Human and animal research indicates that being physically active improves the way the body handles stress because of the changes in the hormone responses, and that exercise affects neurotransmitters in the brain such as dopamine and serotonin that affect mood and behaviours".

In order to join South Wales Police and begin my training as a Police Constable I had to relocate from England which I had called home for 12 years. This move created a situation that my previous coping strategies were not developed for. I had to move away from all my friends, family and my rugby team which meant that I was forced to develop new coping mechanisms and a higher level of resilience. The stress this change in lifestyle brought was magnified by the added aspect of Coronavirus and the lockdowns it brought. The mass

disruption to every day life meant that I was unable to join new sport teams or to go out to local hospitality venues meaning that any attempts to recreate my previous strategies which had worked successfully for years were impossible to recreate and rendered useless.

Whilst initially waiting to begin my training as a Police Constable, I turned to online gaming as a form of socialising with friends, this was my method of coping with the stresses of the pandemic but I am able to identify that this was only a coping strategy and it was neither minimising stress nor was it developing resilience. With this in mind I made the decision to capitalise on the new surroundings of having mountains and beaches to explore which were previously unavailable to me. This became one of my favourite pass times which created a noticeable reduction in stress. Research conducted by the mental health charity Mind (2021) shows that “spending time in nature has been found to help with mental health problems such as anxiety and depression”.

Training to become a Police Constable brought a host of new challenges, this involved the worry of performing well in a new job, the difficulties of learning a new role and the stress of examinations and assignments. All of this whilst being in a new and unfamiliar location during a pandemic presented a true test of my ability to quickly adapt, develop a higher resilience and new effective mechanisms to minimise stress.

Fortunately, I was placed in a training group in which I quickly developed good relationships with my new colleagues who were like minded and willing to help motivate each other to a common goal. This aspect was further aided by having a trainer who was helpful, caring and understanding; all qualities which I believe were pivotal in allowing me to be as successful and relaxed throughout my training as I was. The positive impact that these two factors had on my ability to minimise stress were unforeseen but extremely welcomed given that without such a positive and welcoming environment, an already difficult task of training would have been much more difficult.

With my new and robust technique in managing stress levels in the form of exploring and hiking new locations, the new challenges I was being faced with felt much more manageable than initially expected. This was then aided by the easing of restrictions and a slow return to normality allowing me to return to team sports and socialising with friends. I was also then able to share my new found appreciation of exploration with my friends which combined 2 effective stress minimising strategies. I also took the opportunity of being in training school to implement a better and healthier sleeping pattern. I have always considered myself a night owl, but this was exaggerated by my previous roles being evening and night shifts meaning that I was often going to bed at 4am but in my new routine I was suddenly waking up at 6am. It is during training that I learned of Circadian Rhythms, which are defined as ‘physical, mental, and behavioural changes that follow a 24-hour cycle’ (National Institute of General Medical Sciences, 2021). I knew from this point that I had to start going to bed earlier and waking up earlier whilst getting 6 to 8 hours sleep. I even maintained this routine on weekends to ensure consistency and prevent any relapse into my old unhealthier habits. After only a couple of weeks I noticed a considerable difference in my alertness and brain function along with a noticeable difference in my behaviour and attitude.

Throughout the 6 months training there were many challenges rising, which led to the creation of the final and perhaps most difficult but effective method of minimising my stress. Talking to others about my stress. Being a male it has always been difficult to be open about emotional challenges such as stress and anxiety due to the stigma involved. The mental health charity Aware (2020) states that to remove the stigma surrounding male mental health that "It's important to raise awareness of mental health and encourage others to have open conversations about how they're feeling.". Perhaps it was the comradery of being in the police and being surrounded by likeminded people in the exact same position, but during the 6 months training I slowly developed the confidence to open up to others about how I was feeling. I believe this first truly began in the build up to the first exam which allowed me to see many of my colleagues discuss their own stresses which encouraged me to get involved and offer each other support through the process. This continued to develop throughout the initial training process and by the end of the process felt comfortable openly discussing my stresses and experiences which helps me to minimise stress whilst in turn allowing others to minimise stress as they open up themselves.

Each method of minimising and coping with stress that I have discussed has both their benefits and areas of weakness. Now on division, I am in the process of combining all of the mechanisms for minimising stress as while all of them do have areas for improvement, the combination of them creates a coverage of methods minimising various different types of stress that reduce each others weaknesses. It is also allowing for the development of a much more robust resilience. I now participate in team sport and socialise with friends whilst also using my spare time to explore the local area and spending time online gaming. This alongside the confidence to openly speak about my emotions with a healthier sleeping pattern has made the transition to division much easier.

Word count: 1,371

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.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this assignment I will be providing an overview of an incident in which I played a significant role in managing conflict. Throughout this essay I will use Borton's 1970 Model of Reflection (Dabell, 2018) to analyse my methods of conflict management, in particular why I completed these actions, what went well and what can be improved. This model aids in a deeper analysis of what happened, what the outcome of the actions taken were and what lessons can be learned now the incident is complete.

As defined by Merriam-Webster (2021) conflict is a "strong disagreement between people, groups, etc., that results in often angry argument". Conflict is something that is expected whilst working in a policing role and is in particular an aspect that response officers in particular have to overcome on a daily basis. It is for this reason and the unpredictability of policing that it is imperative for Police Constables to approach all situations with an open mind in order to be able to dynamically risk assess throughout an incident of conflict despite prior knowledge and experience.

The incident I will be discussing and analysing started in a less conventional manner than most incidents that we would usually attend. Whilst returning to the station from dropping property to the storage unit with my tutor, we were in an area which was not covered by our station and therefore unfamiliar and it was towards the end of a rather slow shift, this meant that we were caught unsuspectingly when we were aggressively approached by two members of the public (MoP) who were clearly in distress. The two MoP gained our attention by jumping into the busy road whilst we were stopped at a red traffic light and banged on my door. I opened my window and they disclosed that they had just been threatened by a male with a glass bottle less than a minute previously just down the road. On receiving this information I exited the vehicle and headed in the indicated direction whilst my tutor completed an area search in the van. After being directed by members of the public who were witnesses to the incident through an underpass, I managed to locate the subject who was about to cross the road. Before the subject began to cross, using vocal instructions I was able to get them to return to the pavement and turn to face me. I could see once they had turned that they were clearly intoxicated and holding a glass bottle, they also presented themselves in an aggravated manner.

During my search for the subject and throughout the pursuing events I had in my mind that I must continually dynamically risk assess. Impact factors were key considerations to make, for this situation these were as follows:

- Other members of the public: this was the first impact factor to consider as it was early afternoon in a busy area with many bystanders nearby and the subject had already threatened two people and was in possession of an object that could be used as a weapon.
- Vehicles: the area that I located the subject in was next to a busy highway. Given his agitated state and the allegations made I had concerns of the confrontation turning physical which meant the risk factors given that we were next to a busy highway were heightened massively. To add to this the subject was visibly intoxicated which gave me concerns of him falling into the road due to his drunken state.
- Alcohol: Gustafson (1994) states "Alcohol may encourage aggression or violence by disrupting normal brain function. According to the disinhibition hypothesis, for example, alcohol weakens brain mechanisms that normally restrain impulsive behaviours, including inappropriate aggression".
- Weapons: despite not being designed as a weapon, the glass bottle can be easily converted into a missile or a hand held melee. Given the allegations made that the subject had already made threats to use the bottle as a weapon against them it was reasonable to believe that it could be used as an offensive weapon against me during our interaction.
- Solo crewed: I was an inexperienced officer dealing with a high stress incident without my tutor. This made my analysis of the situation much more important so that I could communicate with my tutor over my personal radio and provide precise information and our location so he could come and assist.

Whilst waiting for my tutor to arrive I used the mnemonic PALMS to ensure the subject remained in the area whilst ensuring my safety. PALMS is a method of non-verbal communication to aid in conflict management which signals non-aggression and show the other person that you do not wish to fight (NHS, 2017).

- Position: this aspect is to ensure the person doesn't feel blocked in which should allow them to see possibilities of an exit route. This allows them to more likely see the possibility of the 'flight' reaction as opposed to the 'fight' reaction.
- Attitude: this aspect is an attempt to display a positive and helpful attitude towards the person in the hope that they emulate the same attitude and through this process calm the person and situation.
- Look & listen: with the use of normal eye contact and active listening, this is another vital aspect of signalling non-aggression and showing the person a level of understanding that may help calm them.
- Make space: there are three levels of space in regards to PALMS. These are classed as the following: intimate space which is 0 to 0.5 meters, normal space which is 0.5 to 1.2 meters and stranger space which is 1.2 to 3 meters.
- Stance: this aspect can be a visual aid to the person demonstrating your intentions. A more relaxed stance may help in calming the person where as a more tense stance may escalate the situation.

When first engaging with the subject, PALMS was not initially appropriate to deal with the ongoing incident. In order to gain control of the situation it was necessary for me to begin at a higher level of conflict management to assert authority. This was done through loud, concise commands and instructions whilst also maintaining a large distance and a stance prepared for physical conflict which I deemed necessary due to his possession of a potential weapon and his aggressive and intoxicated behaviour. Once I had established control by bringing his attention towards me and ensured the safety of everyone involved my tutor then arrived who is also a taser trained officer. I believed if possible waiting for his arrival given his advanced officer safety training was important in this situation.

Bryant and Bryant (2021) in their Policing Students Handbook discuss similar observations in a policing context. In one section they state "if violence seems likely to occur the officer should first ascertain whether his/her presence could be sufficient to calm the situation". On arrival of my tutor this did begin to calm the situation, I believe this is because there was now two officers and only one subject. The subject also noted that my tutor had a taser and verbally acknowledged this fact. Despite the situation beginning to calm, compliance still had not been achieved and the subject still had the glass bottle in his hand. In the Policing Handbook it then goes on to say "if this has no impact, then he/she will use communication skills to ask if assistance is required, and use active listening skills to try and calm the situation down". This step worked, the use of reassuring body language and active listening alongside the use of the five step appeal eventually led to the subject placing the glass bottle on the floor. During the five step appeal we detailed what needed to happen in terms of the bottle

being placed on the ground, a person search to be completed to ensure they weren't in possession of anything else that posed a threat and to establish circumstances before any decisions were made and asked what we could do to allow that to happen. The subject stated that they simply wanted to explain their version of events to which I stated that if he was to listen to our instructions and behave in a compliant manner then we would be able to listen to them. At this point the subject was calm and placed the glass bottle to one side and followed instructions to turn to face the wall and place their hands behind their back. Once they had done this myself and my tutor approached. I placed handcuffs on the subject in the approved method taught in officer safety training and this was done to ensure everyone's safety. My rationale for this was that I had no prior knowledge or experience with the subject, there was an allegation of violent threats made against them and they had not been compliant throughout the course of our interaction.

I completed a person search and found nothing else of interest on them and then began to discuss the allegation made and listen to their version of events. During this period I managed to build a positive rapport with the subject through the use of PALMS. This proved to be hugely beneficial as soon after the reporting persons entered the area and began to shout abuse at the subject leading them to become aggravated again. I used the rapport that we had built to calm him down again and explained that it wasn't in their best interest in that moment to interact or retaliate against the reporting persons behaviour. I then asked whether they would be willing to sit in the van cage in order to remove them from the situation to which they complied. The rapport built and the benefits it provided can be partly explained through the Betari Box Model (Mind Tools, N.D.). This model explains that during an interaction between two people the attitude and behaviour of one can effect the attitude and behaviour of the other which then cycles. This is why a professional attitude as a Police Officer is vital as it allows you to separate personal emotion and act and behave in such a manner that is best to achieve the desired outcome. In this incident for example I didn't allow the initial behaviour of the subject to control my actions with them throughout our interactions therefore when I actively listened and showed empathy when they disclosed information which showed they were having a difficult time in life it allowed the subject to build trust; it is because of this I believe they listened to me whilst the reporting persons were attempting to aggravate them.

Once full circumstances had been established through talking to the reporting persons and witnesses we had reasonable grounds to believe that the subject had committed a criminal offence. We did not break any of the subjects absolute human rights in the processes completed throughout the incident and we did not treat them in a different manner than we would have any other persons. The subject was arrested for the offence of Affray under Code G of the Police and Criminal Evidence Act 1984 (Gov.uk, 2012). Under Code G of Police and Criminal Evidence Act 1984 (PACE) a Police Constable can arrest without warrant if the two elements of Section 24 of PACE are met. "A lawful arrest requires two elements: A person's involvement or suspected involvement or attempted involvement in the commission of a

criminal offence; AND Reasonable grounds for believing that the person's arrest is necessary."

"A person is guilty of affray if he uses or threatens unlawful violence towards another and his conduct is such as would cause a person of reasonable firmness present at the scene to fear for his personal safety." (Legislation.gov.uk, N.D.). Based on the information we retrieved from the reporting persons and witnesses we had sufficient reasonable belief that the subject had committed the criminal offence. We also had reasonable grounds for believing the subjects arrest was necessary and proportionate with the necessities being a need for a prompt and effective investigation as well as preventing any physical injury to himself or others including myself and my tutor.

This incident is a prime example of how situations can be de-escalated with verbal and non-physical actions. The use of techniques such as PALMS, the five step appeal, the considerations of impact factors and the Betari Box Model were effective in this incident which demonstrates why as Police Constables in a response role it is vital to have such effective and safe methods to approach conflict and deal with that scenario. The approach deployed as a result of these methods meant that no physical conflict ensued meaning anyone present was safe due to the negated possibility of violence. Whilst other officers might have judged the situation differently and taken another course of action which given the circumstances would have been justifiable the approach I took allowed for a more peaceful conclusion and cumulated in a positive rapport being built with the subject which allowed for the further processes to be completed more efficiently and without incident. It also allows for the potential of any future incident involving the same subject to be dealt with in a safe manner having already built the positive rapport. I am however aware that the deployment of these methods may not always be as effective if effective at all and will continue to enter incidents with an open mind whilst dynamically risk assessing.

Word count: 2,253

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

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this assignment I will be providing an overview and analysis of a policing incident in which I played a significant role in providing a policing service to a victim. I will be discussing my role as a Police Constable with victims as well as South Wales Police policies in relation to providing support to victims.

The incident I will be discussing was a domestic incident between a husband and wife. Initial details passed to responding officers were that the husband had physically assaulted the wife after verbal arguments throughout the morning. On arrival officers spoke to both parties in separate locations of the house to establish each version of events. Initial disclosure from the wife alleged that her husband had punched and shoved her after a morning of verbal arguing whilst the husband admitted to the arguing but was adamant, he had not laid a hand on his wife. After consulting between officers it was decided the best course of action was to arrest the husband for Domestic related Common Assault. Under Section 39 Criminal Justice Act 1988, Common Assault is defined as "An assault is any act (and not mere omission to act) by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence." (CPS, 2020). We had reasonable grounds for believing the subjects arrest was necessary and proportionate with the necessities being a need for a prompt and effective investigation as well as preventing any further physical injury to his wife.

Before looking at the policing approach and the reasoning behind it, domestic abuse must first be understood. "Domestic abuse, or domestic violence, is defined across Government as any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality." (Kate Brown, 2021). According to Bryant and Bryant (2021) a crime survey for England and Wales estimated that between April 2018 and March 2019 that approximately 1.6 million women and 786,000 men in the age range of 16 and 59 years old experienced a form of domestic abuse. It has been found that a person is more likely to be a victim of physical violence in the form of assaults, rape and murder by a person they either have been or are currently in a romantic relationship with. These statistics demonstrate the importance of dealing with domestic abuse incidents in a sensitive and serious manner. Covid-19 is an aspect which has caused domestic abuse cases to rise. Domestic related assaults in the period of the initial lockdown caused by coronavirus between March 2020 and June 2020 saw a 9% increase in domestic related assaults (Office for National Statistics, 2020). In this time there has also been an increased strain on victim services such as helplines; this is not necessarily believed to be caused by an increase in the number of victims suffering from domestic abuse but rather an increase in severity. It is hypothesised that due to the inability to escape the abuse temporarily as a by-product of the lockdown there is a reduced availability of access to coping mechanisms driving people to calling helplines as an alternative.

The couple involved in this incident were originally from another country which held different cultural values and they both claimed to strictly adhere to their religion. Some of the details disclosed by the wife alongside the information already collected about their culture and beliefs alluded to a potential Honour Based Abuse element to their relationship. In addition to the physical abuse the husband had also allegedly destroyed the English copy of their marriage certificate which was her only evidence of their relationship in the UK, had taken full control of the limited finances available to her, was preventing her from being able to contact her family who were all still residing in their home country and isolated her from the opportunity of making any friends and contacts in the Cardiff. It was also alleged that he had on multiple occasions made threats to tarnish her name in their local cultural and religious community and bring dishonour to her family if she attempted to ever go against his wishes. As per the Crown Prosecution Service (2019) Honour Based Abuse is defined as "an incident or crime involving violence, threats of violence, intimidation coercion or abuse (including psychological, physical, sexual, financial or emotional abuse) which has or may have been committed to protect or defend the honour of an individual, family and/ or community for alleged or perceived breaches of the family and/or community's code of behaviour."

Once initial circumstances had been established and the male was arrested and conveyed to custody I remained with the victim to obtain a full statement and begin the proceedings of her criminal complaint. Although the victim spoke English well enough to disclose initial circumstances it was decided to progress a translator would be required. Throughout the

continued interactions language line was used to ensure that the victim was able to give a more comprehensive narrative of events whilst also being able to receive the explanation of police processes in a manner of which she would have a better understanding. LanguageLine Solutions is an interpreting service with the ability to do over 200 languages, 24 hours a day, 365 days a year (LanguageLine Solutions, 2020). The company are the largest over the phone translation service and are exclusively used by South Wales Police for over the phone translation services. Each interpreter is able to provide an individual reference ID number which can be used to ensure that the same interpreter is not used for both the victim and subject in the same incident. This is important to ensure that the interpreter doesn't have any previous knowledge or conceptions of the incident meaning that any potential for bias is negated.

South Wales Police have a positive action policy on all domestic related incidents. The actions taken vary depending on the severity of the situation and the risk identified between those involved. For example a low risk domestic related incident can be between two ex partners who no longer live together and have no other reasons for contact such as children or finances where one ex partner harasses the other in a non-threatening manner through the medium of constant phone calls and messages. Positive action in this incident could be a final warning to cease communications both directly and indirectly to avoid further criminal proceedings. In the incident being discussed for this essay, it was classed as a high risk domestic related incident. The positive action taken for this incident was to arrest the subject due to the couple living in the same address and the severity of the allegations that were made.

When dealing with the victim it is important to ensure the Code of Practice for Victims of Crime in England and Wales is adhered to (gov.uk, 2021). There are 12 Victims Codes to consider but not all apply to every victim; these are as follows:

1. To be able to understand and be understood.
2. To have the details of the crime recorded without unjustified delay.
3. To be provided with information when reporting the crime.
4. To be referred to services that support the victims and have services and support tailored to their needs.
5. To be provided with information about compensation.
6. To be provided with information about the investigation and prosecution.
7. To make a victim personal statement.
8. To be given information about the trial, trial process, and their role as a witness.
9. To be given information about the outcome of the case and any appeals.
10. To be paid expenses and have property returned.
11. To be given information about the offender following a conviction.
12. To make a complaint about their rights not being met.

During my time with the victim, the relevant victims codes that I had to ensure were followed were 1, 2, 4, 7, and 12. Number 1 of the victim code was addressed through the use of Language Line which ensured that the victim had a full understanding of police processes

and was able to express her self fully throughout our interaction. The second victims code was adhered to by using Language Line to progress the investigation as promptly and effectively as possible by obtaining a victim statement. Language Line was also used to obtain a Victim Personal Statement from the victim which covers section 7 of the Victims Code. Whilst the regular victim statement details the events of the incident, the Victim Personal Statement specifically magnifies how the events have effected the victim personally both on a physical and psychological level. For example, if a person had been severely injured which prevented them from going to work, this is an aspect that can be mentioned in the Victim personal statement. However the usual material involved is predominantly the immediate effects of how the person felt during the incident and how it has effected them long term. In this incident the victim stated in her Victim Personal Statement how she felt fear throughout and that his previously controlling behaviour had caused her long term mental health problems such as depression and anxiety.

To ensure compliance with section 4 of the victims code there were many considerations to be made. To begin with a Public Protection Notification was completed along side a Domestic Abuse, Stalking and Honour Based Violence risk identification questionnaire. These are completed after every domestic related incident involving people who either are or were romantically involved. Due to the sensitivity of some of the questions, the process and depth of the questioning was explained and it was confirmed with the victim as to whether she felt comfortable completing them with both a male interpreter and male police constable. Female alternatives were offered but rejected. The Public Protection Notification and Domestic Abuse, Stalking and Honour Based Violence risk identification questionnaire are completed as a section of what is known as a Multi Agency Risk Assessment Conference. "A Multi Agency Risk Assessment Conference is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, health, child protection, housing practitioners, Independent Domestic Violence Advisors, probation and other specialists from the statutory and voluntary sectors." (Safe Lives, 2014). This is completed as no single agency is able to fully complete the picture or provide all the necessary support and services. All relevant information collected throughout the agencies involved is shared and discussed in or to create an action plan to best assist the victim. Since it's creation it has been proven to be an effective model for dealing with domestic abuse as statistics show that up to 60% of victims who are given the assistance of this multi agency approach report no further violence.

Once the statement and Victim Personal Statement was taken and the Public Protection Notification and Domestic Abuse, Stalking and Honour Based Violence risk identification questionnaire were completed it was then to be decided what the victims immediate actions were to be regarding where she would be staying and what further victim charities and support networks she was to contact. The victim did not feel safe remaining at the property given that she was not sure when the subject would be released from custody and was also conscious of repercussions from her cultural and religious community if news of the incident had been spread. Therefore priority number one was to find her safe accommodation where only those she told such as the police and other relevant services would be able to find her.

To do this Womens Aid were contacted to make arrangements. Once the organisation had been contacted and the circumstances disclosed emergency accommodation for victims of domestic violence was organised and police conveyed the victim to the location. In addition to the assistance provided by Women's Aid, I requested for the Police Control Operators to source further services and charities available for victims of domestic violence and honour base abuse. Women's Aid were extremely attentive and helpful with the victim but their work tend to concentrate of general domestic abuse so the contact information for the charities Halo Project, Karma Nirvana, and Refuge were provided to the victim as they specialise in helping victims of honour based abuse if she felt the need for further support and assistance. Section 12 of the victims code was met at the end of my interaction with the victim. I ensured that she was content with everything that had been explained to her and done for her thus far, and whether there was any further questions she had or actions she wished to be completed before I left to continue the progression of the case. She was grateful for everything that had been and was planning on being done.

When dealing with members of the public there are four core policing values to adhere to: Transparency, Impartiality, Integrity, Public Service (College of Policing, 2016). These are all unpinned by the Code of Ethics which define the expected standards and behaviour of all Police Constables and staff members. It was with these ideals and morale's that I demonstrated a behaviour and provided a professional service throughout dealing with this incident which I believed allowed the victim to build a positive rapport with police and have a feeling of safety and security because of this whilst awaiting the further processes to be completed.

Word Count: 2,251

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 the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this assignment I will be providing an overview of the National Decision Making Model and how it has been implemented to assist Police Constables in their daily duties. I will also be providing an example of an incident in which I played a significant role where the National Decision Making Model was also a key factor in the outcome of the incident.

The National Decision Making Model was implemented across police forces in England and Wales replacing all previous models by the Association of Chief Police Officers (Police Professional, 2011). Chief Constable Adrian Lee stated that the change in model was driven by the ability to create a simplified method which encompassed the policing code of ethics. The National Decision Making Model was created in order to be applicable for all situations and personnel (College of Policing, 2014). This being whilst responding to a call or planning an operation and can be done as a team or an individual. One of the main benefits of using this model is the ability it provides to structure a rationale on decisions made during an incident. The rationale can then be reviewed and assist with personal development. There are five main components which create the National Decision Making Model:

- Gather information and intelligence: previous intelligence must be considered alongside the consideration of what other information is required to be gathered

- Assess threat and risk and develop a working strategy: the level of risk and type of threats must be assessed with the information and intelligence that has been gathered in order to best control the incident and keep all involved safe from injury
- Consider powers and policy: powers and policies available to officers must be considered and adhered to in order to ensure processes are properly completed
- Identify options and contingencies: a variety of options must be considered with the most effective and efficient one being acted upon but the availability of contingencies in case there is a situational change
- Take action and review what happened: once the incident has been dealt with it must be reviewed to ensure the code of ethics was adhered to and to allow for potential learning opportunities

These elements are all underpinned by the code of ethics. This ensures that all policing decisions are ethical and remain in line with the principles and standards of behaviour set out in the code. The code of ethics is split into two primary sections, these are the policing principles and the standards of professional behaviour.

Policing principles:

- Accountability
- Fairness
- Honesty
- Integrity
- Leadership
- Objectivity
- Openness
- Respect
- Selflessness

Standards of professional behaviour:

- Honesty and integrity
- Authority, respect and courtesy
- Equality and diversity
- Use of force
- Orders and instructions
- Duties and responsibilities
- Confidentiality
- Fitness for work
- Conduct
- Challenging and reporting improper behaviour

Whilst dealing with an incident and using the National Decision Making Model it is imperative to have consideration as to whether actions being taken are in line with the code of ethics. This should allow for police behaviour and services provided to the public to be professional and positive leading to an increase in public relations.

The National Decision Making Model is heavily linked to a Police Constables use of discretion. "In the context of policing, the term 'discretion' denotes the freedom of the individual officer to act according to their own judgements in particular situations" Jones, as cited in Newburn & Neyroud (2008). Discretion is one of a multitude of tools at an officer's disposal. It was designed to be used for good and help the relationship between the police and public. It should be used in conjunction with the National Decision Making Model and consider the code of ethics to ensure its proper use. The use of discretion can often result with incidents being dealt with in a less time consuming manner meaning less of a strain on resources, it should only be used in the public interest; for example, if a person is acting drunk and disorderly in the town centre after leaving a nightclub, an officer can use dispersal notices and warnings to have the person leave the area and go home rather than arresting and criminalising them. The use of the National Decision Making Model will assist the officer in this decision with these actions only taking place if it is genuinely believed to be the most effective and ethical outcome and should not be done to simply save time and effort. The main issue with discretion is that it's completely subjective meaning officer's personal bias and discriminations can be a big factor in decisions. Daly (2003 cited by Bryan, R., Bryan, S. 2016) believed depending on the officer's background and personal circumstances decisions made in regards to actions dealing with a person might be either more lenient or unforgiving due to their bias which can be both conscious and unconscious. A sociologist named Morris Massey developed a working theory which can be applied to the understanding of how a person's discriminatory beliefs may develop due to its analysis and explanation of how a person's personality and values are developed. Named the "Imprint Period" between the ages of 0 and 7 a child has the ability to absorb all of the information available to them in their surroundings often believing it all to be the truth due to the majority of the information mostly coming from parents. The "Modelling Period" between the ages of 8 and 13 is described in a similar manner to developing a clothing fashion style; you tend to copy those around you, again often your parents. It is then decided whether or not the values and behaviours that are being developed and copied fit the image within your mind. The final stage known as the "Socialisation Period" between the ages of 13 and 21 is when a person might be developed by others such as peers and the media (Changing Minds, 2018).

I will be reviewing my use of National Decision Making Model in regards to an incident I attended where a person had stolen items from a supermarket. After receiving information through my personal radio from control that a non compliant male had been detained by store security after attempting to steal from the store, myself and my colleague responded on a grade 1 due to the alleged aggressive behaviour of the detained male. On arrival we were directed by a member of staff to a back room where the male had been taken to await police arrival. On arrival the male seemed to have calmed down from initial reports and showed genuine remorse for the incident. Whilst my colleague conversed with the subject I obtained further details from the manager and security staff member who were both witness to the incident and was then shown the CCTV of the incident. The footage showed the subject enter the store with reusable shopping bags branded with the stores logo and headed throughout the store picking up items and placing them in the bag. He then walked at a fast pace towards

the exit and managed to exit the supermarket building and was detained by security meaning the offence committed was in fact theft as opposed to the initially reported attempted theft. As defined by the Crown Prosecution Service (2019) under Section 1 of the Theft Act 1968 a person is guilty of an offence if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it. The items in the bags totalled in excess of £250. The subject was searched under section 1 of PACE as he had not been placed under arrest. Section 1 of PACE allows a Police Constable with reasonable belief that on the person they have items which are intended to be used for a crime or on them are items resulting from committing a crime. Nothing further was found on him and the stolen items were returned to the store without damage. A contemporaneous interview was completed with the subject in which he provided a full and frank admission of the offence of theft and he was then escorted off the premises by myself and agreed to head straight home for the night.

The National Decision Making Model was applied in the following manner for this incident:

- Gather information and intelligence: on arrival I knew the basic circumstances that a male had attempted to steal products from the store but was stopped and detained by security. I didn't know who the subject was or what he had attempted to steal so this was a primary enquiry to be completed. This information allows us to check the subjects previous history, if there are any warning markers and whether the items taken suggested anything dangerous or overtly suspicious. The subject did not have a vast criminal history and was not a prolific thief. On speaking to the subject he alleged that this incident was out of character and was due to falling on hard times so was hoping to sell the items he attempted to steal in order to pay some bills and afford daily purchases. This account seemed to align with his previous history and the items in his bags.
- Assess threat and risk and develop a working strategy: action regarding what to do with the subject next was essential. His current behaviour was calm and apologetic but the information of his behaviour before our arrival suggested there was a low risk of it escalating to that level again. If it was to raise to that level again the risk of harm and level of seriousness would have again been low due to it being in a separate room to the rest of the store in which the situation could be contained by two conflict trained police constables with appropriate appointments.
- Consider powers and policy: the power of arrest was the first considered in this incident. Under Code G of Police and Criminal Evidence Act 1984 (PACE) a Police Constable can arrest without warrant if the two elements of Section 24 of PACE are met (Gov.uk, 2012). "A lawful arrest requires two elements: A person's involvement or suspected involvement or attempted involvement in the commission of a criminal offence; AND Reasonable grounds for believing that the person's arrest is necessary.". In this incident there was no necessity to arrest due to the subject not being a prolific shop lifter with minimal criminal history and he was being compliant with myself and my colleague throughout. The investigation had been completed whilst attending the incident and the items were returned to the shop undamaged and there were no

concerns for further loss or damage. Section 1 of PACE was used to complete a search of his persons as previously outlined.

- Identify options and contingencies: the manager of the supermarket was provided the available options as he acted on behalf of the aggrieved which was the store. Not arresting the subject and the reasoning for that not being an option was explained and the following alternatives were provided. Restorative Justice in which the subject would have apologised for his actions and signed a document stating that all items were returned and that he agreed to being banned meaning he was not to return to the store. An out of court disposal such as a conditional caution. A full criminal charge. And the final option was to have no further action taken due to the return of all products if the manager didn't wish to further criminalise the subject.
- Take action and review what happened: the manager informed myself and my colleague of the stores policy to pursue full prosecution on all persons caught committing the act of theft. With this in mind there were two options available to us as officers. The first being a voluntary attendance interview and then creating the charge from this process and progressing it through the crown prosecution service. The second option and the one we decided was most appropriate was to complete a contemporaneous interview before concluding the incident. This option was the one chosen due to the clear and damning evidence that had been collected and the incident itself being of a simple nature. Therefore with the use of my body worn video to document the interview, I explained the process of a contemporaneous interview to the subject and notified him of his right to legal representation which he declined. I then asked him questions relating to the incident in which he provided a full and frank admission to the offence of theft. Once the interview was concluded the manager spoke to the subject on behalf of the store whilst my body worn video was still active and it was explained to him further to the progression of the stores intent to prosecute that he was also banned from entering the store. I then explained to him the implications of that being that if he was to enter the store again that he would be doing so as a trespasser and therefore if he was to attempt to steal anything he would be committing a commercial burglary. The subject was then escorted off the property and watched driving away from the car park. The manager was happy with our course of action and the subject was charged for the offence. With everything taken into consideration I believe the incident was dealt with in such a way I would not make any changes.

Throughout dealing with this incident I believe I demonstrated a good understanding and an effective use of the National Decision Making Model. The use of it allowed myself and my colleague to deal with the incident efficiently and we managed to achieve a positive outcome. In addition to this, the code of ethics was adhered to and I believe that we performed in a professional manner which encompassed the principles of policing and the behavioural standards expected of officers.

Word Count: 2,342

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
A better understanding of casefiles and hand-ons for interview	Through working with more experienced officers and also my Hub attachment	Senior officers and sergeant	December 2022
Interviewing suspects	Requesting to be given hand-ons and taking lead for interviews whilst having an experienced officer as a secondary to provide feedback after	Senior officers and sergeant	April 2022
Improved knowledge of the area covered by my station	Request to drive the vehicles as I have an improved sense of direction and learning areas as a driver vs being passenger. Also testing myself on street names whilst on foot patrol	Other officers and sergeant	August 2022

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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed:  (Learner, Electronic signature or type name)

Date: __ 05/01/2022 __