

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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:

Resilience has been defined as a process that allows us to keep a positive adaptation and develop effective coping strategies as a result of facing adverse events in our lifetime (Luthar, et al., 2000). Due to the nature of police work, it is important for officers to be in possession of or to be able to develop high levels of resilience. This is because as police officers, we are more likely to be exposed to extremely stressful and traumatic situations during employment (Andersen et al., 2015). Coping strategies have been defined as behaviours used to manage the internal and external demands of a stressful situation on the human body (Stephenson and DeLongis, 2020). It is important for us to develop good quality coping strategies because the coping strategies we possess remain constant through differing situations we have to deal with and through time, meaning we tend to stick to the same coping strategy (de Boer et al., 2017).

Exercise helped me to cope with stress by helping me to cope with stressors in a beneficial way. When faced with difficult situations, exercise can increase your resilience because it allows you to cope in a nutritious way, rather than resorting to other methods of coping (Robinson et al., 2019). For example, a lot of people cause damage to their body as a coping strategy. It has been found by Veenstra et al (2007) that people who were going through increased levels of stress had increased levels of alcohol intakes to cope. Freeman and Gill (2004) found that there was a link between stress and binge eating which has negative physical effects. This shows that exercise allows us to be resilient and cope in a way that makes us stronger and healthier rather than weaker. It has been found that to achieve an overall state of health to allow us to protect ourselves from stress, you need psychological and physical wellbeing (Levine, 2019) as such, healthy body healthy mind.

Another way that I developed my levels of personal resilience was by increasing my self-esteem. This is because self-esteem and resilience are positively correlated to each other (Wang and Kong., 2020). I achieved this through taking long walks outside. Outdoor walking improves self-esteem by improving your overall mood, reducing feelings of tension, depression and anger (Peacock et al., 2007) which are all key emotions to promote a better overall mental health state. The study by Peacock et al (2007) found that walking outside for around an hour at a time increased participants feelings of energy and made them feel less fatigued within themselves. This is again highly beneficial for police work as it is a physically demanding job. This means high levels of energy and low levels of fatigue and crucial for performing well at work. Furthering on from this, the study found that walking outdoors, in a green, natural environment was more beneficial for all the above to walking indoors suggesting that walks outside, in a naturally pleasing environment is the best way to improve self-esteem, which therefore improves your overall resilience.

As much research has shown, coping can generally be placed into four main categories to define different types of coping. One strategy is called social coping. This coping strategy is centred around gaining social and emotional support from those around you (Folkman and Moskowitz., 2004). It has been found that people fewer, and poorer quality social support circles have a higher likelihood to come up against issues with their mental health. This was particularly prevalent for features of depression (Hefner and Eisenberg., 2009). This suggests that having a strong social circle, that you are able to receive support and comfort from is a good factor to promote stronger individual resilience towards stressors and allows a coping strategy to recover from stressors that police officers are exposed to in work. For me personally, I meet up with my friends to reduce stress by joking and laughing with them, allowing me to offload stressors. It has been found that humour is a successful and efficient way to cope with stress (Samson and Gross, 2012).

Borton's reflective model (Borton.,1970) can help me reflect on which of my coping strategies in the above text is the better one to use. I have outline this using the three stages of the model. The first stage is "what". I was aiming to develop effective coping strategies and develop resilience in order to cope with my police training. This part of the model requires users to identify what is happening and what the purpose of this is. The second stage is called the "so what" stage. For this I identified that I would use running and socialising as my coping

strategies. I chose these because I enjoy both of them. This part of the model uses analysis, I analysed what would work for me by identifying feelings of enjoyment and noticing that I wanted to partake in these activities again. The third stage is known as “now what”. This stage is all about what has been learnt from the previous stages. Moving forward, I decided to commit to three outdoor walks a week. I found that overall taking long walks was the most beneficial for me. Even though socialising helped me and had several benefits, socialising with my friends relies on them being available to see me, where as I can go outdoor walking whenever I need to, any time of the day. Not only is it a more accessible coping strategy, but it is completely free, easy to do and allows me to develop coping strategies completely individually. This model helped me decide which coping strategies I wanted to use.

Overall, I believe that outdoor walking is the best strategy for me as it is always available, free and promotes healthy functions not only in the body, but in the mind. Even though socialising is enjoyable and acts as a buffer against several mental health conditions, outdoor walking promotes physical stimulation and benefits as well as mental. This therefore makes it overall, the best coping strategy to cope with stress and develop resilience.

1017 words.

Task 2

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

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

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

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

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

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

ANSWER:

Conflict has been described as a fundamental component of the way humans live their lifestyle. It has been stated that if humans are placed in a situation where they are allowed to have a form of interaction, the result of this will be conflict (Thakore, 2013). This suggests that conflict will continually be amongst humans, and while we live in a world where we are around each other, conflict will always be prevalent. The research conducted by Thakore (2013) continued to describe conflict to be that of an aggressive misunderstanding between two groups on differing sides, disputing a difference of opinion. This is particularly relevant to police work and can help explain why police officers experience so much conflict during work. Officers and offenders are on opposing sides of an situations, potentially holding a difference of opinion.

In this incident, officers were called to reports of a heavily intoxicated male who was lashing out at members of the public and doormen. We knew prior to arrival he was being verbally abusive and had hit one of the doormen with his umbrella and punched him in the face. Upon arrival, officers could see levels of injury that were compliant with common assault levels of injury. Section 39 of the criminal justice act 1988 states “an assault is any act by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence” (Offences against the person act, 1861). Officers decided this because

the victim had reddening of the skin and a scratch to his face, qualifying with legislation of what constitutes a common assault. Further to this, it was reported that the subject had full intentions on hitting the doorman with witnesses supporting this account. This left him suffering violence which was unlawful and unprovoked. In this incident in particular, there were no relevant cultural, ethnicity and language issues.

When dealing with everyone, police officers are always to consider what impact factors are involved in the situation. There were several impact factors during my interaction with this male. He was a much taller and bigger than me and physically much stronger. His primary conduct was already aggressive, being placed in the aggressive resistance category. When subjects are in this category, officers are more likely to have to use force (Ministry of Defence, 2012). The male was also highly intoxicated, and he was angry that police had arrived. He had an umbrella with him which had previously been used to hurt people. All of these needed to be thought about because all of these factors have a knock-on effect to the subjects behaviour.

For example, previous research has detailed the weapons effect (Benjamin and Bushman., 2016). It states that weapons influence aggression, causing aggression levels to spike in the company of weapons. Increased aggression levels are achieved by the companionship of the weapon alone, it does not have to be used to increase aggression. Even though an umbrella isn't a weapon, the subject was trying to use it as one. As well as this, alcohol is a key component to increasing aggression levels (Parrott and Eckhardt., 2018). Research shows that drinking alcohol can surge testosterone concentration in males (Smith et al., 2023). This is important because testosterone activates the areas of the brain that produce aggression (Batrinos, 2012) suggesting there is a link between alcohol consumption and increased levels of aggression. Due to all of the above, it was highly important as an officer to have effective situational awareness and communication skills. Situational awareness was important because we were in a busy town centre on a weekend night shift close to the Christmas period, it was extremely busy and there were extremely rowdy people. Police presence was drawing attention. It was important to keep an eye on everyone else around us to make sure the threat level of the situation was not increasing to guarantee we could fully concentrate on the male in front of us.

It was crucial to communicate effectively with this male to avoid officers and members of the public getting injured any further. It was also an aim of officers to keep him as calm as possible to not encourage other people to join in with the male and his aggressive ways. To do this, I gave him clear communication. Research has found that using clear communication with others allows relationships to be nourished. Communication that is not clear causes relationships to be destroyed (Bolton, 2009). This suggests that clear communication is the best way to build rapport with subjects. This is particularly important because previous research has indicated that building rapport with people is a key way to decrease physical aggression (Wupperman et al., 2015). I fully explained why and what was happening and what I was doing. I stayed calm and did not shout at him, using a clear and autorotative tone of voice. I did this because I believed it to be the best way to keep the situation under control. Upon researching, I believe that this was the right thing to do. This is because research suggests that cooperation is one of the most effective ways to deal with violence and aggression (Noll, 2017). I cooperated with the male by listening to him, but also made sure he knew exactly what I was doing and why. To further promote co-operation, I positioned myself slightly side on to the male, placing myself at a reasonable distance to him. This is because during our initial training, we were taught that the best way to get someone to co-operate with us would be to stand like this (College of policing, 2020). As well as this, I believed it to be vital to keep my body language non-threatening. Research has said that being able to recognise people's thoughts and emotions by the language of their body is pivotal for being able to communicate effectively (Candidi et al., 2011).

Betaris box allows us to understand and assess how our own attitude and our conduct can have an impact on the conduct and attitude on the people we are dealing with as police officers (Barham, 2016). Betaris box states that my attitude will affect my behaviour. This will affect the service users' attitude which will then effect their behaviour. This will then affect my personal attitude and the cycle starts again.

I believe this is a strong model to use to reflect upon and understand how to approach conflict situations. Although this model is simple, it allows police officers to see exactly how their actions and behaviours will have an affect on other people. For this particular instance, I was aware that my behaviour would have a negative effect on the subjects attitude, and therefore behaviour if I carried myself in a way that was too hostile. I believe this model can

be perfectly applied to a wide variety of situations which is perfect for police work as no two incidents are the same. Betari's box demonstrates exactly what consequences your actions can have, whether this be positive or negative. On the other hand, Betari's box has no accommodation for several pertinent parts of policing such as impact factors and situational awareness. There is a downside to this model. It is quite difficult to apply this model to policing incidents involving big, busy crowds, large fights and situations involving alcohol and drugs because it does not take into account multiple people, situational and impact factors. These incidents are things that police deal with on a regular basis so this means that this model cannot be applied to events including mass subjects. Even though the model can be applied to a wide variety of incidents, it cannot be applied to incidents involving several subjects with incidents including several impact and situational factors.

The drama triangle was created by Karpman (1968) and states that drama is created through a switch of three roles, victim, rescuer and persecutor. This model gives everyone involved in the situation a role to take on. I can use this model to reflect on how I approached this situation because the model states that self-awareness of what role you are playing is vital. The model states that the victim role encompasses someone who believes the problem they are in is the fault of others. They believe themselves to be vulnerable and helpless. The persecutor role is almost the exact opposite, their role is to blame the victim for the situation, holding them accountable. The persecutor acts as a person to give accountability and blame to the victim. The rescuer feels guilt if they do not help the victim, the rescuer has a disposition to help (Shemlev, 2015). My main role in this incident was rescuer as I was the main officer to ensure safeguarding of the subject, making sure he was not in an uncomfortable position and making sure that he was informed of exactly what was happening and why. My colleague took on the role of persecutor as he told the subject exactly what had happened and why it was his fault. This was appropriate for my colleague to take on this role because he was the first on scene and first to speak to the subject. Me and my colleague swapped between persecutor and rescuer through conversations we had with the subject. This was because in certain conversations I had to make the subject aware of his behaviour which had led to his arrest, which therefore held him accountable and blamed him for his actions. This swapped me from rescuer to persecutor.

The drama triangle is a good way to explain how the police deal with conflict situations of a simple nature. It can describe how situations that are somewhat textbook can play out. However, I believe that the drama triangle is only capable of describing incidents of a straightforward nature. Although the drama triangle can be particularly fitting to policing situations due to its fluid roles of the characters played, I do not believe it is the best way to describe and reflect upon policing incidents. The main reason for this is because I do not always think the roles are fitting to all situations that police attend. Whilst it may be fitting to situations where there is a clear victim, persecutor and rescuer, many incidents are initially too complex to establish what roles someone would fall into straight away. Even though these roles are fluid and change, many policing incidents involve several people with no clear role which begins to make this model confusing. Many calls the police attend are convoluted and this model is too elementary to truly show how policing incidents play out.

Overall, when comparing the two models against each other, I believe that Betari's box is better at underpinning the causes of conflict within policing interventions as it is simpler to understand. Both models can be said to be simple, but the drama triangle is too simple for policing incidents. Betari's Box clearly demonstrates what consequences your actions can have which is a huge part of policing, whereas the triangle doesn't clearly state what consequences your actions have. Policing situations do not always play out as you expect so subjects won't always be a character that you expect as the drama triangle insinuates. Betari's box is clear for officers to understand what assertive level they need to enter a situation at and why they should be entering at this level. It shows officers how going in too assertive can cause more animosity than needed. Overall, the box model is far easier to understand why your actions should or shouldn't be carried out.

Overall, I was pleased with how I managed this situation. I believe that I held a high amount of patience, I kept calm and collected and I did not let the situation get out of hand. I kept my situational awareness high to stop the situation escalating and I believe my communication skills were strong. I believe that my tone of voice was appropriate for the situation I was in and upon looking at Betari's box I believe I made appropriate communication and body language choices which kept the situation from increasing into more physical violence.

2032 words.

Task 3

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

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

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

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

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

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

ANSWER:

Officers initially attended reports of an ongoing disturbance where a male was breathless and was being kicked. Upon arriving, officers found three males and one female in the property. Officers arrested one of the males for affray as he had used a metal bar to threaten his wife and her children. He was further arrested for domestic assault once further enquiries had been taken. In this incident, a particular competing issue was that there was quite a significant language barrier. This was from the victim, the subject and the key witness. Furthering on from this, the dialect that they spoke was quite rare, with only a handful of translators available in the UK and only one in Cardiff. This meant there was very limited availability for the interpreter. Language barriers can be a remarkable obstacle for people unable to speak English. The criminal justice system is a complex, confusing thought to those not used to it, adding in a language barrier makes it more confusing. It is vital that police officers are able to gain and maintain trust in those who do not speak English as it is vitally important that people who are not first language English feel like they are in a position to report crime and feel supported through the criminal justice system. A second competing issue that arose during this incident was culture. Initially, the victim was very hesitant to speak to officers with an interpreter as she expressed that she came from a

very close-knit community, and it was not fitting within their culture to report their partner to the police. The victim was worried the interpreter, who came from the same religion and culture, would speak to others and tell them she had reported her husband to the police. These competing issues meant as a police force we had to ensure the victim had trust, confidence and protection from us.

To guarantee that the victim had confidence to provide statements and to maintain her well-being, the victim's codes of practice were used. The victim's codes were created to outline the minimum standard that police forces in England and Wales must deliver to their victims of criminal offences (Ministry of Justice, 2005). This essentially means it is a guide to police forces on how to deliver care to their victims. There are twelve different codes (College of Policing, 2021) and each code relates to a different area of care. It is expected as a minimum all are to be endorsed and adhered to, to maintain support to victims through the criminal justice system. In this incident I was dealing with, there is several examples of how I used the victims code of practice to safeguard the victim involved.

Right one is the right to be able to understand and be understood. The victim in this incident had quite poor English. Her English was broken, and it was clear to officers that she found it quite difficult to understand English, which was her second language. The victim was able to be communicated with through her son and her nephew who were also second language English but were fluent English speakers. To make sure that the victim had full understanding of the criminal justice service and how the investigation process, I made sure that when attending her address or phoning the victim, she was in company with either her son or nephew. For serious formalities, such as taking a statement, an interpreter was organised. The victim was always spoken to by phone call or in person rather than email or texting to guarantee there was someone there to translate, ensuring full understanding.

Right two is the right to have the details of the crime recorded without unjustified delay. I guaranteed that this was carried out by recording details of the crime as soon as I possibly could, making sure this was done to a correct timescale at an appropriate time. I arranged a time as soon as possible for an interpreter to attend the victims address so we could collect a statement as soon as possible to take into interview. Right three is the right to be provided with information when reporting the crime. To make this possible, it was vital that I provided the victim with the south Wales police reference number and informed her to

quote this whenever speaking to 101 should I not be in work. The victim was provided with my personal work number to ensure she had easy access to speak to me. The victim was given a full briefing on what criminal justice proceedings were and how the process worked from providing a statement all the way until attending court.

Right four is the right to be referred to services that support victims and can tailor to their needs. I made referrals to women's aid and housing services for the victim as she had disclosed personal details to officers about situations that she had struggled with regarding her relationship and being kicked out of her house. I was therefore able to assess the victims needs, and areas of help needed. This allowed me to make appropriate signposts to relevant support agencies. As per protocol, the victim was advised and made aware of the live fear free helpline. A referral was also made to South Wales Police victim focus team. Right six is the right to be given information about the prosecution and the investigation. I made sure that the victim was fully updated, as soon as possible, with any information regarding the process of the investigation. As the call came into the police as a grade one call, the victim was in the property with officers when the subject was arrested. The victim was rung following the interview of the subject and given updates as to the account that the subject had given. It was then decided that the subject would be released on police bail, I made sure that the victim was fully aware of what the bail conditions were and how these were put in place to safeguard her.

Right seven is the right to be given the opportunity to make a victim personal statement. The victim was offered and accepted the offer of making a victim personal statement. The process and the importance of a victim personal statement was explained the victim. They chose to do this after providing the police with a statement. I was particularly keen for the victim to make this statement because of the domestic element to the incident. There were underlying coercive behaviours involved with this offence and I believed it to be of high importance that the victim was able to express herself, and her feelings to a court room should the offence be taken that far. Due to the language barriers, I wanted to make the victim personal statement as detailed as possible so that if someone else were to read it out in court, the emotion and impact of the incident could still be understood by a court room.

The policing code of ethics details certain standards of behaviour that is expected from police officers. One of these is titled equality and diversity. This creates a pledge for police

officers stating “I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly” (College of Policing, 2014, p.12). This means that police officers must adhere to human rights regulations, treating people with fairness, being non-discriminatory and being unbiased towards them. The human rights act 1998 regards our basic rights as humans being guarded by law. Human rights are possessed by everyone in the UK and cannot be taken away from us. For example, article fourteen details the right not to be discriminated against. Human rights laws allow the fair and justified treatment of all people. This is a core principle to the police force and one everyone should adhere to. It was vital in this incident an interpreter was organised by the police so that the victim was not discriminated against and was given an equal opportunity to seek justice. Discrimination has been defined as the unfair treatment of people based on characteristics such as race or gender (American Psychological Association, 2019). It would have been discriminatory and unjust to not provide an interpreter to the victim as she would have been unable to report the crime or provide a statement. She would then have not been able to have access to the safeguarding we put in place and would not have been able to have a fair investigation process. This means that she would have been discriminated against and treated unfairly if police did not take actions to provide equal opportunities, such as an interpreter.

The ERA cycle (Jasper, 2013) allows people to reflect using three steps. Experience, reflection, action. For the experience part of the reflection, this was my first time using an interpreter. In my opinion it was a positive experience as everything went smoothly and I felt I learned something new, and I would feel confident to do this again in the future. Even though there were several key processes to carry out, such as making sure the interpreter takes the statement in the native language first, I took my time and made sure everything was done correctly. My reflection on this experience was that even though it went well, next time I would like a check list with me so that I can be confident everything has been done correctly. My action was to take notes on everything I had learned upon arrival back at the station to make sure that if I needed to use an interpreter again, I would know exactly what would be expected of me and what I would need to do from start to finish. I did this to maintain diversity and equality to the best of my ability. This has helped me understand how to apply core principles of ethics and equality as I can apply the three steps of experience, reflection and action to ensure equality and diversity is adhered to correctly.

Overall, I believe that in this incident I fully fulfilled my responsibilities of victim care in this incident, trying my best to accommodate to the victims needs and safeguarding requirements. As well as catching criminals, the biggest part of a police officers job is to safeguard victims and get justice for the negative experiences they have to go through. We deal with victims of a wide variety of crimes, coming from different backgrounds and having different perceptions on the police force. The victims code allows officers to have a set guide to ensure all victims are fully cared, provided for and safeguarded. I have sent this file off to the CPS and maintain in regular contact with the victim regarding her case. I believe this incident taught me how to correctly use interpreters, ensuring equality principles are adhered to and opened my eyes to the risk the victim took reporting this to the police. This incident allowed me to fully support diversity and equality and make sure the victim was fully protected and safeguarded.

1850 words.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

The reports officers received was one of a domestic nature. The call text detailed the reporting persons partner being intoxicated, smashing up her television by stamping over it. The call text then further went on to detail that the reporting person had told call handlers that her partner had been drinking and had turned in to a different person, stating that she did not know what he was going to do next. The call text then detailed that there was a disturbance being heard in the background of the call.

The national decision-making model (NDM) was a model that we had learnt heavily about during our initial training. This model was appropriate in this situation as it was a domestic related call which requires a lot of detailed decision making. Safeguarding and correct decision making are vital when attending calls that are linked to domestic incidents. The five sections of the NDM and its inclusion of the code of ethics are an ideal process to guarantee that the decisions made are not only well thought out and the most appropriate but also justified. Due to the call text officers had, we were aware that as well as domestic influences on the incident, there were also criminal damage elements. The legislation around this offence clearly stood out to officers as section 1 (1) of the criminal damage act.

This is defined a person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged, shall be guilty of an offence (Criminal damage act, 1971). Until we arrived at the scene, we were not able to make a judgement about whether domestic offences had been committed yet.

The first section of the NDM is to gather information and intelligence. Before attending this call I decided to do a person check on niche for the people living at the address we were attending to gather information and intelligence. Upon commencing the search, I learnt that the subject living at the address we were attending had warning markers which included violence for pushing officers and striking them, a further marker for throwing a lit cigarette at officers, mental health warning markers for paranoid schizophrenia and further violence markers for threatening another person with a knife. The subject also had a flag for being a serial perpetrator for being a domestic abuse perpetrator. With this information in mind, I was able to gather information about previous behaviour that the offender had carried out, allowing me to be equipped with knowledge about what the subject could potentially be capable of. Based on the call text officers received, I was also in possession of knowledge that the subject was drunk, angry and potentially capable of escalating his behaviour. At this point however I was not aware of who else was in the house, if anything else had been broken or if the offender had continued to consume alcohol.

Assess threat and risk is the second part of the NDM. This was important to be able to assess the threat and risk level of the call for several reasons. Upon assessing the information about the subject and the nature of the call, myself and the officer I was partnered with decided that it would be appropriate to request another unit to attend with us. This was mainly because of the warning markers the subject had and us being concerned that the reporting person may have injuries. If this was to be the case, we did not want to have to leave her on her own. I knew that my first, immediate action upon attending this incident would be to separate the reporting person and the subject. This would be to decrease the chance of further offences to be committed and to safeguard both parties. I knew I needed more information once I arrived at the property about the entire incident to assess the threat level of the subject. I needed to know if this had stopped at a verbal argument or if it had gone further.

Consider powers and policy is the third stage. South Wales police have a 7-point plan which is to be used when attending domestic abuse incidents. SWP also aims to provide positive action at all domestic incidents. Knowing this helped me know my powers and what policies I needed to adhere to.

Identify options and contingencies is the fourth stage of the NDM. Based on the above information regarding my powers and policies, I knew one option I had was to separate both parties, by asking the subject if there was anywhere else that he could stay and taking him to a safe place. I also however knew that there was damage to the television following the verbal argument reported. This meant that an arrest had to be considered due to an offence of criminal damage being carried out. Ownership of the television had to be clarified at this point. Ownership of the television was information that officers did not have at this point. This is the piece of information that could change the course of actions that were to be taken, as well as if anything more had happened than a verbal argument.

The final stage of the NDM is to take action and review what happened. Upon attending the address and using effective communication with my colleagues, an arrest was made for domestic criminal damage. Several factors contributed to this decision being made. Firstly, the South Wales Police policy for domestic abuse is positive action, make sure that the two parties are separated. The subject was then conveyed to custody and had his detention authorised. As far as I was aware at this time, my role in the incident had come to an end. This meant I had completed the NDM and did not need to go around it again. This is what I was expecting to happen.

The code of ethics is placed central to the national decision-making model. This contains the policing principles. The policing principles maintain correct and high standards of policing and ensure that the correct actions are carried out to maintain the trust and faith the communities and public have within their police force. (College of Policing, 2014). There are nine policing principles which should be applied in everything that I deal with as a police officer. These principles are accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, selflessness. Some examples of how I applied to these

principles to this particular incident are how I used accountability, which is making sure I was accountable for the actions I had carried out and the decisions I had made. I did this by making sure that I told the subject that he was going to be arrested. I walked him through my decisions and why these decisions had led to him being arrested. For example, I explained to him due to the video evidence officers had viewed, and the damage to the television he would be arrested for domestic criminal damage. I also explained to him that the action to remove him from the address at the current time was necessary due to the domestic aspect of the incident. The subject fully understood the decisions that I had made. Objectivity was applied in this incident by ensuring decisions are made based on evidence and professional judgement. I applied this as my colleague had told me he had seen the damage to the television and had witnessed a video of the subject causing the damage from the reporting person's mobile phone. The subject had told me himself that an argument had broken out and things had been taken too far. Based on my professional judgement, it was clear an arrest was necessary, this was further supported by evidence. Everyone is always treated with fairness and respect, ensuring they are spoken to and dealt with in a courteous and polite manner.

I used my discretion in this incident as discretion is all about decision making. The NDM helped me make my decision to arrest the subject because it helps me to make clear and justified decisions. The NDM allows me as a police officer, being in a position of trust and authority, to make decisions independently from my own judgement. The NDM allows me to flexibly use my discretion as many decisions officers make are made under pressure. The NDM allows officers to have guidance on how and why to make important decisions. For example, I knew in this incident I had to take positive action as per policy. I used my discretion in this incident to arrest the subject as I believed him to be responsible for criminal damage.

The Gibbs reflective model (1988) can help me reflect upon how I used the NDM. It has five sections consisting of descriptions, feelings, evaluations, conclusions and actions. In this incident I used the NDM to allow me to explore all options available to me. I was feeling like I knew what I was doing due to having the NDM to use. As a student officer, there has been many times where I felt unsure about what to do but using the NDM in this situation allowed me to flexibly use knowledge and discretion to make a decision. A good thing about this situation is I acted completely independently without my tutor and increased my confidence. I could conclude that this situation allowed me to make sense of the criminal damage act

and allowed me to put legislation into practice. Next time I will approach a similar incident in the same way and I will be confident that it will guide me in the right direction.

The criminal procedures and investigations act 1996 defines a criminal investigation as something conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it (College of Policing, 2023). In simple terms, this means that an investigation will be carried out, with the potential of charge, a court trial and a criminal sentence. The CPIA sets out certain responsibilities for officers to ensure that data and material used in this process is recorded and retained properly. In this particular incident, the subject was arrested and kept in custody overnight. His details were put into the computer system online to make sure the details of the incident and his identity were accurately recorded. To stay in line with CPIA regulations, I conformed to data protection rules such as not disclosing any private information. In addition to this, I also kept in line with principles and regulations by submitting a public protection notice to safeguard the victim and children living at the address. I made sure that all data was kept confidential to police and partner agencies. It is important to conform to these regulations because if an incident is deemed serious enough to go to court, all of these documents could potentially be disclosed to the courts. If these rules are not adhered to or information is used incorrectly, the police could be in trouble and the case could be dismissed.

Overall, I believe I used NDM effectively in this incident and it gave me confidence to make decisions.

1898 words.

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

Bibliography

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

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Date: 2nd January 2024.