

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

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

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

ANSWER:

Throughout my initial six months of learning since being attested as a Police Constable, I have experienced the importance of having to be resilient and, this has allowed me to explore different techniques to make sure that I can minimise the stress I am feeling. Throughout this question I will be reflecting on how I have used sport and exercise, as well the use of video gaming to minimise my levels of stress. To reflect on how I have managed stress and developed resilience throughout the six months, I have used Gibbs reflective cycle (Husebø, et al. 2015). There are 6 parts to this cycle, these consist of: the description, the feelings, evaluation, analysis, conclusions, and an action plan.

What is resilience? There is no specific definition for resilience, but Wald, et al. (2006) describe it as, 'referring to positive adaption, or the ability to maintain or regain mental health, despite experiencing adversity'. In my experience of the last six-month period, the adversity I feel I have experienced is stress, this has been from the studying and examinations during this period of time. Stress has been defined as, "a nonspecific response to any demand" (Fink, 2010). This suggests that stress can be a nonspecific response and therefore shows why the use of multiple stress management techniques proved to be useful.

As mentioned above the first stage of Gibbs reflective cycle is the description, within this I can remember being nervous about the exams as it had been a long time since I had sat any and therefore did not want to over worry about these, and let the worry take over and inhibit my ability to learn through the course.

The first coping strategy I am going to reflect on is using sport and exercise. Jackson (2013) found 'that people reported feeling calmer after exercise and the effects can last for several hours after the exercise has finished'. This shows that exercise can be used to minimise stress, and it can be used before the stress is to be endured to keep a calm state or after as a relief of the stress. As much of the exercise that I partake is of a higher intensity I also researched how this can help me to deal with stress. I found that 'High intensity training significantly reduced the stress, anxiety, and depression as well as increase the resilience, (Borrega-Mouquinho, 2021). This shows that the work

I had done within my sport continuously pushing myself allowed me to relieve my stress throughout the initial 6 months but also helped me build the resilience to manage myself efficiently.

Additionally, I found that exercise increases the levels of endorphins which act as a natural mood booster and Mikkelsen, et al. (2015) found evidence to show “exercise can alleviate symptoms of anxiety, depression and stress states”.

The second coping strategy that I am going to reflect on is the use of gaming. Russionelli (2009) found that *“the growing use of casual video games may be directly related to their ability to assist in decreasing stress and improving mood without the potential negative side effects of other choices”*. This shows that the use of video games may not, just help reduce the stress but also improve the general mood throughout, the process of being in a new environment during the 6-month period. Additionally, I also found that the ‘use of video games could be used to socialise and communicate with friends’ (Sarsenbayeva, et al., 2020). This shows that the use of gaming can actually allow for an escape to be able to talk to friends. I found this particularly helpful as my friends do not live close so therefore it allowed me to regularly keep in contact with them. This is a benefit as we were able to enjoy ourselves by doing something we all have in common but also gave me people to talk to if I needed advice on how I was coping with the change of environment.

Within the evaluation and analysis sections of my reflection I found that, I was dealing with the stress of being in a new environment well, with the help of my coping strategies. Although I found at times, I could get distracted by using the coping strategies, which would cause me to then make sure that I had enough time to complete my work too.

I also found the use of exercise as a coping strategy worked better for me, as this could have a reasonable time limit. Whereas at times I found that video games could cause me to lose track of time and become a distraction. “Evidence suggests that subjective time loss occurs during playing video games.” (Wood, et al., 2007) This shows that even though there are many positives to video gaming as a coping strategy, there are also some negatives if time is not monitored on them.

Therefore, something I would have done better is, setting time limits when playing on video games. This would have still given me the opportunity to play and socialise with my friends but also, would allow me to not spend too much time doing this. Therefore, give me ample time to complete all of my work effectively. If I was to approach a similar situation again in the future, I would continue to maintain my high levels of intense exercise throughout and limit the amount of time spent on video games, without eliminating it completely.

In conclusion I think that using Gibbs reflective cycle to reflect on the time period has proven very productive, as it has allowed me to realise how I have been developing resilience and coping with stress. It has also shown me what ways have worked best and given me direction for any similar future situations how I can adapt and improve my methods to be productive as possible.

976 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.

Reflecting upon your incident evaluate the theories and models underpinning conflict models in policing.

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

ANSWER:

The incident in which I will be referring to within this question and critically assessing will be one where a female had assaulted her friend and then was smashing up one of the bedrooms in this friend's house. I received a call from the force control room stating that a female was intoxicated and had entered her friend's house, assaulted her, and had now barricaded herself in one of the bedrooms and it sounded like she was smashing up the room. When other officers and I arrived at the scene we were greeted outside the property by the address' owner who had no marks on her and said that she did not want to make a complaint against the female. She just wanted her out of her house because she was intoxicated and was refusing to leave. As officers entered the address, it could be heard which room was being smashed up, we approached the room with caution using tactical communication to attempt to build a rapport with the female and get her to leave willingly. Unfortunately, this communication was unanswered meaning the only option was then to enter the room. As we did the female was shouting "LEAVE ME ALONE" whilst kicking out on the bed and trying to bang her head on the wall. At this point myself and the other officers approached the female swiftly to prevent her from hurting herself and damaging any property. I then arrested the female to prevent a breach of the peace, and she was fast strapped before being transported down the stairs and placed in the van to be transported to custody. On the journey to custody myself and one other officer were present in the back of the van to monitor the female, throughout this journey the female had to be restrained the whole journey to make sure that she was unable to harm herself and she was kept safe. Then throughout the time in custody she was kept on a four to one whilst in the waiting cells, then once she had been booked in the female was kept on a 3 to one in the cell. This involved constant communications with the female but also multiple restraining techniques to stop any harm. Throughout this question I will be using Gibbs reflective cycle (Husebø, et al., 2015), to reflect on the actions and using this to then shape the research made to critically assess the incident.

As mentioned above when I was inside the property before we had seen the offender, I used tactical communication to try and build a rapport with the female, and also to let her know that officers were going to be approaching, in an attempt to calm her down. "The manner in which a police officer carries out these communications task strongly affects the judgements and feelings of those whom the officer is communicating and can have a major impact on the outcome of any situation" (Roberts and Davies, 2011). This shows how important communication can be, especially in the build up to approaching the suspect as it can shape the direction in which it causes the suspect to feel and therefore act. During the situation I tried to keep my communication loud and clear to make sure the female would be able to understand clearly what I was saying, to avoid confusion and possible further agitation. 'Around 60% of young people in conflict with the law experience speech, language and communication needs'(MacRae and Clark, 2021). This shows how important it is to make sure the communication skills I used were simple and clear, to make sure the suspect was understanding the steps we were taking to keep everyone safe and attempt to keep the situation from escalating.

Many of the tactical communications I used were ones that I had picked up from observing my tutor on previous jobs, but also if I was to miss anything that may be helpful in the situation my tutor would be there to assist with this in the situation. 'The role of field training tutors was found to be of critical importance for recruits in integrating theoretical learning with practical skills'(Belur, et al., 2020). This shows how important experience can be in difficult situations, as this was one, I had not dealt with anything like before my tutor was there to assist with communication to help make sure the situation was resolved effectively. I found this very helpful as a learning opportunity as it showed me how more experienced officers handled situations and how next time, I would be able to improve my own communication skills to deal best with the situation presented in front of me.

As previously mentioned, whilst inside the property to prevent the incident from escalating any more, the use of force was used between myself and the other officers on the perpetrator. "Police codes of conduct require officers to use the minimum amount of force when enforcing laws and maintaining order" (Prenzler, et al., 2013). This suggests that the force being used in a situation, should never be excessive.

Therefore, to make sure this is the case, the National Decision Model (NDM) is used. The NDM is a model of how officers should develop their thinking before deciding to make sure it is ethical. (College of Policing, 2013). I think that in this particular situation because the circumstances were changing so much and there was a risk of harm, the NDM had to be completed on the spot and our actions had to be made quickly. When myself and the other officers entered the room, we could see that the female was trying to harm herself and therefore quickly assessing the situation it was decided that force was needed to keep them safe. There are 6 different stages to the NDM, these are the Code of ethics, gathering information and intelligence, assess threat and risk and develop a working strategy, Consider powers and policies, Identify options and contingencies, and take action and review what happened.

As previously mentioned, this situation was fast paced and ever changing and therefore, we had to go through the different stages in our heads quickly to make sure that the situation was kept safe for everyone. The information and intelligence had already been gathered as we had received information from the call and then more information as the resident owner had greeted us outside

the address. The threats and risk were that one of the officers could potentially be hurt if things were being thrown around the room and also the suspect could potentially hurt themselves. The most relevant power that could be used in this situation after tactical communications had not worked were the use of reasonable force, under section 117 of PACE (Police and Criminal Evidence act 1984). The contingencies in this incident were that two of the officers were taser trained and that this could be used if deemed necessary. The review of the situation took place after and is discussed throughout this question.

When entering the room with the female in it could be seen that she was in a very irate state, and as she saw officers, she attempted to bang her head on the wall to hurt herself, this is the point in which officers used force to restrain the female to prevent any further harm. The use of handcuffs was the first method used to restrain the female but as she was still struggling, fast straps were also used. "When applying restraint devices, special attention should be put on the safety of the police officers" (Ivanovski and Nedved, 2020). This shows the importance for officers to have this power as in incidents like this once it prevents them being injured from the female struggling and kicking out against them. However, when the female was restrained, she then threatened to bite and spit on any officers who were touching her and at this point a use of further force became reasonable and necessary and the female was put in a spit hood. "Spit guards, also known as spit hoods or spit masks (and occasionally bite guards) are devices intended to cover the mouth, face and sometimes the head of a restrained person in order to prevent them spitting at or biting others" (Kennedy and Payne-James, 2019). This shows that the spit hood was necessary to keep myself and the other involved officers safe. After this the female was then held in the same position for a few moments to give her a chance to reflect on her action and the opportunity to calm down. A study by Berring (2016) showed 'reflective moments can contribute towards de-escalation and foster a shared problem solving in violent and threatening situations. This suggests that this moment of time when the female was unable to kick out or be violent towards herself or anyone else could have acted as a time to reflect on her behaviour in an attempt to calm herself down from the irate state she was in.

Within the evaluation and analysis sections of my reflection I found that even though we dealt well with the restraint element of this incident and managed to keep the suspect from hurting herself, I think that my attempt to get the suspect to calm down could have been improved. I think that with more experience and better techniques used here this could have allowed for the situation to de-escalate and therefore prevent the conflict from ever having to happen. 'Effective communication is an important aspect in the management of challenging behaviours including aggression' (Baby, 2018). This shows how important good communication skills can be in dealing with all behaviours, especially aggression and therefore can act as a preventative measure against incidents escalating.

Therefore, what I would have done differently in this situation is I would have allowed the female more opportunity and given more direction from my communication to calm down. "It can be argued that effective communication is the most valued skill in policing" (Wooden, 2020). This shows how important effective communication skills will be in becoming a good police officer, the better I am able to develop my skills the better I will be able to manage different situations. As my skills develop, I will be able to manipulate the situations better and therefore have a better chance of de-escalating incidents and calming the people I am dealing with down.

If I was to approach a similar situation again in the future, I think that I would approach in a very similar manner to the way in which this was approached, this is because I was with other experienced officers, who have dealt with these incidents before. Although one thing that I think I would adapt if I was to do this again is I would be more patient in going through the stages of the NDM, which would allow for me to fully read the situation and therefore be able to come to the best course of action by myself. I also think this may allow me the opportunity to calm the suspect down and therefore present with a more compliant result.

In conclusion I think reflecting on this incident has using Gibbs reflective cycle has shown that I am doing some good work in different challenging situations, and I am using the past experience of my tutor and surrounding officers well. "It is emphasized that tutor action is the most important emergent component of the holistic process of training future police officers" (Kudlay, 2018). This shows the importance of my tutor being present during this initial period as they have more learning experience in which they can pass on to me. However, reflecting upon this incident has also shown that although the work I am doing is good there is definite improvements that can be made. The main one of these that is shown within this incident is that I need to be more patient and take more time before rushing into a situation. This will allow me to gauge what is the best course of action to take in the incident.

2020 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 discuss a policing incident that you have attended and critically explore how you dealt with competing issues law, social issues, culture and language.

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.

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

ANSWER:

Within Policing equality and social issues have been highlighted much more in recent times, with lots of pressure on the police to show that they are not abusing their power. This is where the Police code of ethics comes in as a set of principles all officers should adhere to. These principles are, Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness. (College of Policing, 2014). All of these are important to think of as an officer when completing their duties but, in particular when talking about inclusion and diversity. Although some issues have come from past mistakes that have been made and this causes an unfair bias when officers are completing their duties. "Bias is not always accurately identified nor perceived, which makes it harder to enact change" (Kahn and Martin, 2016). This shows that it is possible for people to not understand fully certain situations that are happening and therefore can end up misconstruing and perceiving these events as bias, which paints a bad picture for the Police force. Therefore, this shows how important it is for officers to make sure they have weighed up the options and make the unbiased fair decision before they act. Police officers can make sure that they are making informed decisions by using the Nation Decision Model (NDM) (College of Policing 2013). This is a set of guidelines to follow when making decisions, it consists of 6 stages. These are Gather information and intelligence, this is where the officer will make sure they know all the facts of the investigation before progressing. The next stage is Assess threat risk and harm and develop a working strategy, this is the stage where the officer will decide from the information how dangerous the situation is for everyone involved and then start to plan of the next steps. The next stage is, consider the powers and policies available, after this is identify options and contingencies. This is where the officer will make sure they have a plan if their initial thoughts do not work out how they had thought. And the final stage is to act and review what has happened. All of these are based in a diagram that is centred by the code of ethics, which should always be considered when moving through any stage of the process. The NDM is in place to make sure that the officers are

accountable for their actions, and it gives a clear structure for the officer involved to make sure that they use all of the knowledge available to them in an attempt to make sure that they make the decision that will give the best outcome.

The incident that I will be discussing within this question is a hate incident. The incident is one that has spaced over a prolonged period of time, where a 15-year-old autistic boy is being terrorized by another male and his family and friends. The victim disclosed that he lives on the same street as the offender, and this is therefore causing more problems as they are coming into contact more often. The victim also stated that the incidents have happened over the past year but have become more frequent in recent weeks and now feels for his safety whenever he leaves the house. The victim stated that he has brought this to the attention of the police because over the space of a week he has been chased by the suspect every day on at least one occasion, sometimes multiple times. The victim also mentioned that on the occasions he has been chased the suspect has always been with someone else, most of the time this being his dad who has actively encouraged the behaviour. On the occasions it has not been his father it has been his friends who have joined in with chasing the victim. The victim said that on the occasions the suspect has chased him he has heard him shouting

“WHEN I CATCH YOU, IM GOING TO SMASH YOUR HEAD IN”

This has caused the victim to fear for his life and has a large effect on his behaviour as he is now scared to leave his house and has felt he is losing friendships because of this. Furthermore, these incidents are also having a large impact on the family of the victim as, to try and make him feel safer the boy's mother is having to escort him to school and home from school to keep him safe. Finally, the boy disclosed to officers that there has never been any conflict between the boys in the past and an issue only became apparent when the suspect found out that the victim is autistic. Therefore, the victim and his family feel that these incidents are only happening because he is autistic.

This fits with the definition of a hate incident/crime, which is defined by the police and crown prosecution service as,

‘Any incident, which may or may not constitute a criminal offence, perceived by the victim or any other person as being motivated by prejudice or hate’.

This shows that this is the case as both the victim and the victim's family members think that these incidents are happening because the subject is showing prejudice against the victim being autistic.

When looking at the incident this showed as a serious matter, this is because there has been instances in the past where disability hate crime has been misidentified or not taken as seriously as it should have been, and this has produced fatal outcomes for the victim. An example of this is the Fiona Pilkington case in 2007. In this case, the family had suffered from 7 years of abuse, and the response from the police was poor and unable to stop the abuse and bring justice for the victims. The victim then killed herself and her disabled daughter, as this felt like the only way to stop the abuse for her. This shows how important it is to make sure that the victim is able to be brought to justice and make sure that they are no longer suffering from this abuse. “The Independent Police Complaints Commission (IPCC) inquiry into the case found a national lack of awareness by the police in recognising disabled people as targets of hate crime and a lack of understanding of sentencing provisions and evidence gathering” (Mason-Bish, 2012). This highlights how important it

is in an investigation of this severity to make sure that all the possible information and intelligence is gathered, including all past events. This also highlights how important it is that incidents like this are treated with the upmost urgency to make sure the victim feels like they are being supported by police action and do not feel like they want to harm themselves.

When taking statements from the victim, he disclosed that he had brought this to the attention of the police before but felt as though the allegations were not taken seriously and therefore the investigations have not been progressed. I felt that this was even more reason for me to investigate this incident thoroughly as not only did it not allow for the victim to feel safe, but these incidents are breaching the boys' human rights. The main human rights being breached here are article 3, which is "The right to freedom from torture and inhumane or degrading treatment". This is being breached as by the fact the victim is scared to leave their house because the suspects behaviour is causing them to feel intimidated causing them deliberate suffering. A further human right that is being breached is Article 14, "the right to protection from discrimination". This is because the victim as mentioned above feels that they are being treated differently because they have Autism.

When reflecting on this incident I used Gibbs reflective cycle to model my reflection (Husebø, et al. 2015). There are 6 parts to this cycle, these consist of: the description, the feelings, evaluation, analysis, conclusions, and an action plan.

When evaluating and analysing what went well at this incident, I think I made a good rapport with the victim, by listening to what they had to say and empathising with how they were feeling, this allowed me to build trust with them and in turn be able to find out all possible details to build the investigation. "Recent research suggests that building rapport can sometimes benefit police investigations by increasing the accuracy of adult eyewitness reports" (Vallano, et al., 2015). This shows that building a rapport and gaining trust with the victim can aid investigations which will allow for the best result to be achieved and the best chance of getting justice for the victim. I think what could have been better in this incident is I could have been more prepared before speaking to the victim, I was unaware of the past events initially and therefore the victim had to inform me of them. I think if I had been more prepared, I would have been able to offer more to the victim in the first instance rather than the victim having to go through these events again. I think this would have helped build an even better rapport and more trust with the victim as it would have showed that the upmost is being done to allow them to feel safe. A further challenge in this incident for me was that this was a very different situation to anything I had experienced when in my tutorship and therefore, was one of the first times I had to think instinctively and not panic to make sure the victim trusted I was the right officer for the job. "Police officers are said to possess a "sixth sense," defined in terms of suspicion, fear, intuition, and even common sense" (Worrall, 2013). This shows how important it is for officers to be aware of the situation they are in and be able to assess this and use their common sense to not rush into making decisions that they are unsure about. In this situation I had to make sure I used my common sense to take a step back and assess the situation before panicking and rushing any decisions to make sure I showed confidence to the victim.

When concluding my reflection of this incident I found that although the incident was dealt with well overall there were some changes that I would have made if I was to do this again, and in similar situations in the future. The first one would be to make sure I use the experience of my team when I come face to face with situations I have not experienced before. This would allow me to get more of a feel for what works best in these situations rather than trying to guess what would be the best

course of action. Furthermore, another change I would like to make for future jobs would be to make sure I am organised and know all the details of the job before I come face to face with it. This would allow me not only to be ready to deal with the job and be proactive in my investigation but would also instil confidence in the victim and build up the level of trust from an early standpoint.

1882 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.

Consider your use of the National Decision Making and the Code of Ethics and review whether this impacted upon your use of discretion, and whether the outcome achieved best evidence.

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

ANSWER:

The use of discretion is one of the most essential principles that a police constable can use, whether the incident is dealing with new offenders or offenders that have had previous. Discretion can have a huge impact on the view of the police in the public image and how police officers are portrayed for doing their job. "The police discretion definition refers to the freedom of police officers to make decisions as they perform their official duties" (study.com, 2015). This shows the importance when showing discretion in policing as it can have a huge impact on the people we are dealing with. "Police discretion centres on reforming the criminal code to decriminalize or eliminate minor crimes" (Gerstein and Prescott, 2014). This shows the impacts showing discretion can have with minor crimes, it can allow for the subject to have a second chance to reform themselves knowing that they will be criminalized if they are to commit similar actions again in the future. Therefore, this can help to steer them away from committing crimes in their lives.

However, when using discretion officers need to make sure that they are making the correct decision, therefore need to make sure that they follow the National Decision Model (College of policing, 2013) to do so. The National Decision Model (NDM) is a model used in policing before making any decisions, it consists of 5 separate stages, these are Gather information and intelligence, assess threat, and risk and develop a working strategy, consider powers and policies, identify options and contingencies, and act and review what has happened. In the middle is the code of ethics which all decisions made should be consistent with. Within the code of ethics are the policing principles, some of these that are related to using discretion include Accountability, Fairness, Integrity, selflessness, and respect (College of policing, 2013). This shows how important it is that not only the NDM is used but also the different stages are known to make sure that all decisions are fair, and the best outcome is reached for everyone involved. A study by Arcuri, Gunn and Lester found that there are very different opinions between patrolmen and senior officers in the force when making decisions (1979). This shows how over time the development of the NDM has allowed a more standardised approach to discretion which allows the officers to justify why they made their

decision to make sure all eventualities come to the best conclusion. Whereas it could have been seen in the past that decisions would have been made that other officers made have disagree with and this may not have been possible to justify their decision appropriately.

The incident that I will be reviewing within this question is an offence of common assault by a male under the age of 16 years old. The male had been involved, with another boy the same age outside of the school that they both attended, in a verbal argument. The argument had escalated, and the male had pushed the other boy up against the fence. At this point the male then told the victim to get on the floor and kiss the shoe of the male, the victim did this and as he went to stand back up the male has slapped the back of the victim's head, causing his glasses to fall off before walking away from the scene. This offence was not initially reported and only brought to the attention of myself when the victim's mother had informed police, once I was made aware I spoke to the victim and his mother about what had happened to get a full account and statement. Following this contact with the suspect was made and a voluntary interview was arranged. During the interview the suspect admitted he was guilty of the offence apologised for this, and further said that if he was able to go back, he would not have used violence in the situation again. After the interview I discussed with my colleague what the best course of action would be, as there were multiple options available.

When going through the NDM, there was multiple powers we had in this situation, we could go ahead and try prosecuting the male, we could give the male a conditional caution as it was his first offence, or we could try put the boy forwards for a Youth Offending Service (YOS) referral. After abundant thought and discussion, we decided that a YOS referral was the best course of action because this was the males first ever offence and also in interview, he had showed remorse for the incident. This is very important when proposing a YOS referral as it is an opportunity to not criminalise the male and give them a second chance to not go down the criminal route in their lives. This was agreed with the sergeant and followed up with the Youth Justice Service, who have not received a full referral for the course which they will put the suspect through in order to give him the support he needs to make sure that he steers away from similar incidents in the future.

As briefly discussed within the description of the incident the NDM was very important when deciding on the outcome of this incident. This was because we wanted to make sure that the victim and his family felt that they were getting the justice they deserved from the incident but also, we wanted the best outcome to make sure that the offender was less likely to commit crimes again. "Some young people, particularly those with complex needs, are incarcerated at a young age and are at greater risk of poor outcomes" (Green, et al, 2020). This shows how important the decision not to criminalize the offender was as it is likely to have led to his future continuing down the criminal route rather than the opposite. Also, it was very important for the victim to feel like they were able to receive the justice they deserve from this incident so that they can move on from this and not have to live in fear of this happening again. "The role that procedural justice policing can play in improving the wellbeing and quality of life of crime victims after system contact" (Barkworth & Murphy, 2016). This shows again the importance of the victim feeling that they got justice for this incident, this is because it can allow them to move on with their lives and feel that that they do not have to be in fear of crimes happening. Also, this allows the victim to keep faith and trust in the police service that they will be treated correctly and the most will be done to make sure that their needs are met in order to look after them.

The needs of the victim in this scenario were only able to be met as we had discussed the possible outcomes with them before a decision was made. We were able to discuss that even though it would be possible to criminalize the offender, we thought that the best course of action for this was to put them on a route that would allow them to grow and hopefully prevent them from re-offending in the future, which would then avoid their being further victims. Although this was what we thought was the best course of action we made sure to explain all the possible courses to the victim with the details to allow them to have some say in how they felt would be best for them to be content with the outcome. "Victims of crime are satisfied with their participation in a restorative intervention" (Van camp & Wemmers, 2013). This proves that the victim's satisfaction with the outcome could only be achieved by speaking to them first and finding out how they would have liked the case to be proceeded with.

On the other hand, I do think that in this particular incident there was some disadvantages to using discretion, initially when I read the circumstances of the job with all of the evidence, I was on the side of criminalizing the suspect for this incident. Once I spoke to the victim and his parents, they were very scared that the suspect may assault him again and therefore were split on whether they wanted to take this incident any further at all. I think that if I had rushed into this and decided straight away this could have been the worst outcome for all parties involved. "Recruits reported experiencing perceptual, cognitive, and physiological impairments that influenced the way they assessed the situation" (Hine, et al, 2018). This shows how important it was that in this incident I did not rush into a decision and also that I used the past experience and knowledge of my tutor to help me make a smart informed decision that was a good outcome for everyone. "The role of academic and field training tutors was found to be of critical importance for recruits in integrating theoretical learning with practical skills" (Belur, et al, 2020). Additionally, it shows how important my tutorship has been as it has allowed me to understand how important it is to not rush decisions and weigh up all the options before a decision is made. This has also allowed me to understand how impactful my decision can be on victims but also the way it can shape the life of suspects in particular incidents. This particular part of my reflection links very well to one of the stages of the NDM, which is options and contingencies. This stage is all about making sure that once all powers and policies are known, being able to discuss what options are available and if there are any contingencies. As I have mentioned initially the only option, I could think of was to arrest the suspect, but this incident allowed me a little more time and chance to discuss the options with my tutor. Therefore, I was able to reconsider my powers for this and come to a different option that would be better.

I think this incident has reiterated to me how important the NDM is, it has also showed me that to be able to progress more throughout my career it is very important that I do not rush decisions and situations that I am in. I think if I am in similar situations in the future, I will take a step back from the situation and utilise the NDM more to make sure that I know all the possible options, before I start to make any decisions. This will allow me, especially when I am independent to make sure that I know what is happening at the incident and get to the best possible outcome. This was particularly relative here as if I had not done this, I may have jumped into a decision to criminalize the suspect. 'Youths with high emotional disturbances were more likely to fall into a high arrest trajectory' (Constantine, 2013) this proves how much impact it may have had towards the suspects later life if I had not considered all options and just rushed into a decision.

1863 words

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Managing university work alongside workload.	I believe this can be achieved by making sure I utilise my PLT days but also making sure that I spend time on my days off to make sure that I am on track and do not fall behind with this. My workload can be kept on top of by making sure that if there are things that need doing that I do not understand, I can ask my peers and the Sergeant.	I have the contacts of the university, who will be able to help with anything I need in terms of my university work. With my workload as mentioned I can ask my tutor, my peers at work and the sergeant if I am really struggling.	S- This is a specific target as it is directly related to the job and the university work alongside must be completed for me to continue in the job. M- This can be measured as my workload will always show on my Niche and I can keep up with my university work by making sure the deadlines have been made a note of. A- This is achievable as I have done university before and therefore my workload has been similar, meaning I just need to make sure I organise my time effectively. R- I can make sure my work is recordable by keeping it in folders so I do not lose any of

			this and, also by making sure that I have linked deadlines up with my calendar so I always know when things need to be done by. T- This will be achieved in line with my university deadlines current ones will be done this month and further ones next year will be confirmed when the work is released. With my workload this can be achieved by keeping on top of it within work and not letting things build up, but all should be completed as soon as I practicably can.
Maintain high standards when writing up jobs and submitting referrals	This will be achieved by making sure I use the current ones that I have done as templates. This is because my tutor has helped me with many of these early on so I knew they are up to a good standard and using these as	The other members of my shift can provide support with this, if I ever have a query, they are happy to help with this. Furthermore, if I need more support I can ask my sergeant, who is also very helpful with learning	S- This is specific as the write ups need to be of a high standard to make sure that the job can be completed to achieve the best outcome. M- This can be measured as I can save all the work that I do in to folders to see if the

	templates will help with this moving forwards.	the best ways to do things.	standards are maintained to a high level. Also if the standards do drop my sergeant will read through them and make me aware of this. A- This is achievable as I have already completed many of these to a high level so therefore all I need to do is continue to do this R-Once again this can be recordable as I can save all of my work. Furthermore as the first two years of my work I have to submit a matrix this means I can track my work and people can view this to make sure it is up to standard. T- This will be achieved for the rest of my career and want to make sure these standards are maintained to the highest possible level.
Be trained in specialist areas, such as taser trained and higher levels in PSU and interviewing	This can be achieved by first showing that I am able to be competent at the job and do the basic everyday things to a high level. This can then act as evidence which I can use to apply for these further opportunities.	Support for these can be achieved by expressing my interest for these to my sergeant and inspector, to make sure they know I am keen to further my development and allow more skills to aid the police and my shift.	S- This is specific as they are very linked to the job and how I can improve myself and also the people around me. By completing these courses, they will give me more knowledge that I can then use to pass on and teach other people too.

			M- This can be measured as I can actively see what further areas I can apply for and achieve as they will be documented. A- This is achievable as I know these course are available for applications; I also know other people on my shift that have completed some of these. I can gain knowledge from speaking to them and using this for my applications. R- This can be recorded as when I look back in a years' time after I have finished my probation I will be able to see the different skills I have gained. T- I would like to achieve some of these course by the time I have finished my probation period in just over a years' time and will make sure that I apply as soon as I can to give me the best opportunity of getting on them
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			and completing them.
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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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