

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1500
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Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

The initial six months of police training was a challenging period which encompassed in-depth areas of learning new topics which were a fundamental foundation to becoming a fully-fledged constable. There were multiple challenges faced during this time however, I created a separate workspace, developed a routine, exercised daily and communicated with my peers to minimise stress. In this essay I shall discuss, what I believe to be, my greatest strategies by discussing them and comparing them through critically analysing their strengths and weaknesses.

One of the most overriding factors which created stress, not just for students, but rather the whole nation, was the COVID 19 pandemic; its prolonged aftermath is still evident today. A significant impact of the pandemic was its detriment on the workplace. Numerous occupations and employers had to adapt to the seemingly ever-changing regulations and restrictions. Consequently, this resulted in the advancement of 'working from home' for a substantial amount of the United Kingdom's population. This is evidenced on The Office for National Statistics website:

"The proportion of working adults who did any work from home in 2020 increased to 37% on average from 27% in 2019"

In turn, this impacted South Wales Police's (SWP) student officers which meant that a portion of their learning was done from home. This exacerbated the already present stress levels for new student officers as they had started a unique new career which would present countless barriers and opportunities. It is discussed in the Journal of Health and Social Behaviour that when a change occurs in the brain it creates a 'disequilibrium among other parts' in the body thus causing stress (Perlin, et al., 1981, pp. 338-339). The body must allow a period of time to adapt to said change and overcome it.

The principle of working from home was a rather daunting one – it meant that the workplace was now an extension of my home. In order to mitigate stress caused by this, I created a temporary 'office' in my home to fabricate a physical area in which my work was maintained separate from my home life. I strictly only did my work and revision in the office to ensure that it would not expand beyond those walls and encroach into my home. Whilst on meal breaks, I left the office to unwind and destress. For those forty-five minutes or so I would forget about work; I would mentally and physically leave it in that room. In creating a separate space, it allowed me to have personal time after work which was a keystone in mitigating my stress. The National Health Service (NHS) put forward ten points to reduce stress in which they highlight the importance of creating 'me time away from work' (National Health Service, 2018). I did this through creating a barrier between my work and personal life which meant that I could enjoy my own time without it affecting my 'me time'.

In hindsight, this was critical in helping me navigate through the Initial Police Learning and was a major factor in reducing stress during the working from home element of the course. I would argue that creating a separate home to workspace had the biggest impact on my learning.

However, another method I utilised during my initial six months police learning, was setting myself a routine. This was especially important with regards to working from home. It played a significant role in minimising my stress, especially when it came to managing my own learning time and preparing for exams. A well-balanced routine enables one to manage stress through creating an equilibrium between free-time and work (Northwestern Medicine, 2016). I created my routine by ensuring I had regular breaks and started and ended my day at similar times. I also always allowed myself a reflective period at the end of my working day to digest the new information I had learnt. In turn, I was able to comfortably learn over a longer period of time rather than cramming before my exams. I found this to be an effective method of managing my learning as it meant that I did not have to stress about the multitude of topics which were encompassed in the course. By sticking to my routine, I was able to better manage my time which meant that on my rest days I did not have to spend a great portion of them revising topics; I was able to escape work and enjoy my time.

A barrier which I had to overcome during my police training, which I managed through effective time management and a strict work routine, was making time for family and friends. When first presented, this was a difficult adjustment as I had just recently bought my own house during the pandemic. This meant I moved out of my family home and had to deal with not seeing my family as much. However, through creating a routine I was able to maximise free time and thus consequently see them more than I first expected, all whilst abiding by the ever-changing Covid Restrictions. By overcoming this barrier, I became more resilient to and learnt that I could utilise my problem-solving skills to achieve practical solutions to common problems.

Due to my effective time management and routine planning as disused in the above paragraphs, I was able to enjoy my hobbies on my rest days. One of my favourite hobbies, which I find is effective at

dealing with stress, is physical exercise. It is scientifically proven that “physical exercise can help manage the effects of stress by producing endorphins that boost your mood” (Mental Health Organisation, 2021).

Studies also champion the fact that “Exercise reduces levels of the body's stress hormones, such as adrenaline and cortisol” (Harvard Health Publishing, 2020). Based on this research I set a goal of working out at least five times a week to help improve my physical, as well as mental, wellbeing. This significantly improved my lifestyle and health as I was able to allow my body to release more endorphins through physical exercise which consequently led to less stress and a healthier lifestyle. A direct product of this was an increase in my energy levels which meant that I was more alert and aware; I felt more motivated when it came to learning. It also meant that after spending a great portion of my day sat learning from a computer screen, I still had energy to invest in other activities which would aid myself in reducing stress levels.

A less strenuous form of exercise which I was able to partake in was walking my dog. During periods where I would have to work from home due to Covid risk assessments, I was able to escape my home office and embark on scenic walks on my self-allocated lunch breaks which were fitted in around my previously discussed work routines. This was an effective way to break up my day, however, the only pitfall was that it was weather dependant, as my dog was only a puppy at the time. However, walking my dog daily was beneficial in reducing stress as I was still bonding with my dog and getting fresh air which helped me clear my mind and reflect.

One of the benefits of working for a team-based organisation is the ability to collaborate with peers in problem solving activities and sharing ideas and techniques. This allowed students to share the problems and challenges they encountered during the training period and call upon their peers to assist them through sharing coping strategies and methods used to overcome them. This was beneficial when it came to preparing for the exams as students were able to assist others with their work in groups over Skype, and in person. Another benefit of working as a team was that we were able to encourage and reassure each other

during exam preparations; where one may be proficient in one area, another may struggle. For myself, this relieved a lot of stress as I could share my knowledge on topics, I was more confident on and learn from others topics I lacked knowledge of. Working in partnership with my peers strengthened our united resilience and allowed us to voice our needs, concerns and expectations.

In conclusion, I developed several effective coping strategies during my initial six-month period of police training. It is unequivocally evident that the Covid 19 Pandemic created many barriers, both at home and in the workplace. But in hindsight, the most effective strategy which helped me overcome these barriers was creating a routine and a home office space. These allowed me to mitigate stress through practical and essential time management. I did not have to worry about deadlines or workload in the back of my mind; I was able to enjoy my free time. Finally, if I did not create separate spaces for home and work, I believe that I would have been under greater stress as the line between home and work would have been blurred.

Word count: 1501

Task 2

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

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

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

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

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

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

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

ANSWER:

In this essay I will critically assess an incident which I attended whereby a male and a female showed up to an address whilst intoxicated. The reporting person stated that he did not want the persons at the address as they were causing him alarm and distress. During the incident I consulted the National Decision Making Model, and other various policing techniques, such as Betari's Box and the Five Step Appeal Process, to manage conflict.

I was on duty in full police uniform when a call came over the air for a grade one emergency response whereby two persons were trying to gain access to an address whilst under the influence of alcohol. The text of the call stated words to the effect of:

'Male is at the address with his partner and they are both intoxicated. They are trying to gain access. He is not allowed near the address.'

A colleague and I coded up to the call and attended in a marked police vehicle. Whilst on route to the call, I conducted a risk assessment using the National Decision-Making Model.

The National Decision-Making Model is a policing framework which structures decision making in policing. It comprises a cyclical step-by-step process which enables users to clearly apply several factors and implement them in order to make a rational and comprehensive decision (College of Policing, 2021). The model is made up of six components which are highlighted in the below diagram:



Figure 1

(College of Policing, 2021)

To rational my decisions I utilised the model and applied it to the incident starting with the first stage: gathering information and intelligence. Prior to attending the location, I was aware of the persons involved. I had attended a similar call whereby they were intoxicated and at the same address, however, they were compliant and did not cause any disturbance. I was able to resolve that incident by attending and removing the persons from the location and conveying them to their home address without any conflict. Based on this prior knowledge, I considered that they may remember myself and we could amicably deal with the incident in the same manner as last time. However, on this occasion, I was aware that the persons involved were, again, intoxicated, however, they had climbed into the rear garden of the property and were shouting words of abuse directed at the occupants. I realised that on this occasion they may not be compliant.

Based on the information and intelligence I gathered prior to attending the location, I was aiming to maintain a rapport with the persons and reason with them using the Five-step Appeal Process. Although this was my initial tactic, I was aware that I may need to use other options and contingencies to resolve the situation.

The Five-step Appeal Process which I used during the incident comprises of the following actions:

1. *'Simple appeal – ask the person to comply with your request.*
2. *Reasoned appeal – explain why the request has been made, what law (if any) has been broken, and what has caused the request.*
3. *Personal appeal – remind the person that they may be jeopardising things that are high priorities to them.*

4. *Final appeal – tell the person what is required and use a phrase that means the same as the following: 'Is there anything I can reasonably do to make you cooperate with me/us?'*
5. *Action – reasonable force may be the only option left in the case of continued resistance.'*

(College of Policing, 2020).

At this point, I consulted the second part of the National Decision-Making Model, assessing the threat and risk. I utilised the information and the information and intelligence I gathered prior to my attendance to assess the threat and risk. I identified impact factors which may result in potential conflict situations being a higher risk (College of Policing, 2020). They were that the persons were intoxicated and displaying abusive behaviour, and there were two of them. I used this information to consider what officer safety training elements I needed to implement.

When I arrived at the incident location, I approached the front door of the property to speak to the Reporting Person to ascertain further information and intelligence. When I knocked the door, I could hear voices coming from the rear of the property. Due to my previous dealings with the Male and Female I was able to identify that it was them. I conducted a visual survey of my surrounding and identified that the only way to gain access to the rear garden of the property was to either climb a wall or go through the address. After noting this, I shouted to alert the persons that police were at the address. They were immediately dismissive and unwilling to cooperate. At this moment, I considered Betari's Box which is a theory that coins the idea that one's behaviours and attitudes affects another's (College of Policing, 2020). I had to be conscious not to rise to their attitudes and behaviours and engage with them in a fair and ethical manner as in line with the Code of Ethics - the centre of the National Decision-Making Model (Bryant & Bryant, 2020, pp. 73-74). After hearing the persons in the rear garden, the Reporting Person opened the door and

welcomed us into the address. He explained that the Male and the Female were advised not to attend at the address due to previous incidents. The Reporting Person just wanted them removed from the address and taken away from the location to prevent an incident from occurring.

After ascertaining this information, I went to the rear of the property and into the garden. When I went outside, I could just about see the Male and the Female hiding. I could not see them clearly as the garden was poorly lit. I took this into consideration and conducted a dynamic risk assessment. I used my spatial awareness skills to ensure that I had enough distance between myself and the persons to be able to react to their actions. I then used tactical communication skills to tell the persons to show me their hands and move towards the light where I could see them clearly. I did this to ensure that they were not concealing any items which may be considered an offensive weapon as I was aware that the male had warning markers for weapons. An offensive weapon is defined as under Section 1 (4) of the Prevention of Crime Act 1953 as:

“Offensive weapon” means any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him.’

(Legislation.gov.uk, 2021)

During the incident I used the Five Step Appeal Process to engage with the persons. I explained to the persons that officers had to ask them to leave the address as they were not wanted there and to prevent any offences from occurring. Initially, the simple appeal did not work, and the persons became hostile stating that they only came to the address to collect some of the Male’s property. At this point it was evident that the Males behaviour was escalating. His body language became erratic, and he was flinging his hands in the air when he was talking; his voice became deeper and louder, and he was almost spitting when he was talking. I referred back to Betari’s Box and kept my voice at a reasonable tone. I was firm but fair with the

persons. At this time further impact factors became evident through the Male's escalating behaviour.

Therefore, I adjusted my stance to the ready stance to prepare for any potential conflict.

At this time, the Female was trying to calm the Male by wrapping her hands around his waist and telling him that they should leave the address to prevent the situation from developing. Due to the ineffectiveness of the simple appeal, I used the second step of the process and used a reasoned appeal. I reasoned with them by stating that no action would be taken against them if they were to comply with my requests and leave the location. The Male's behaviour changed, and his body language seemed to relax. He then agreed to leave the address and entered the property making his way into the kitchen which was situated next to the garden. Whilst in the kitchen, the Male's attitude changed again. He suddenly became more aggressive and was shouting that he was not going to leave the address until he had something to eat. He then pushed his way past me and reached for a cupboard. At this time, I noticed that there was a block of knives near the cupboard, therefore, whilst continuing to assess the threat and risk, I put myself between the male and the knives. I did this as his behaviour was escalating and they could have been used by him. Since the Male's behaviour was escalating, I did not allow him to have any food and I became aware that it was necessary to remove him from the address imminently.

After identifying the escalation in his behaviour, I used the personal appeal to encourage the persons to leave the location. Again, the Female wanted to leave the address and was grabbing the Male by the waist and essentially begging him to leave. The Male did not like the Female's behaviour and began to push her away. This caused him to become more aggressive and agitated. I then had to use necessary and justified force to encourage the male out of the address as he was becoming a greater threat. The Male became verbally abusive towards myself and my colleague.

I remained calm and professional during the incident, however, I had to use force which was justified and proportionate at the time due to the Males active resistance and aggressive behaviour. I used my right arm to gently encourage the male out of the address. When he and the Female were eventually moved outside of the address their aggressive behaviour continued. The Male was throwing his arms in the air and continuing to be verbally abusive. At this point the Female followed suit. I was now aware that I had two high potential threats in front of me and I had to consider mine, and my colleague's, personal safety whilst dealing with the incident. Again, I used my tactical communications, and presented them with my final appeal. I told the person that if they were not to leave the location, they will be arrested to prevent a breach of the peace which is defined below.

'A breach of the peace is committed whenever harm is done, or harm is likely to be done to a person, or in the presence of a person harm is done to his/her property, or whenever a person is in fear of being harmed through an assault, or riot, or other disturbance.'

(Bryant & Bryant, 2020, pp. 324-235)

They did not comply with my final appeal, and they both continued with their disorderly behaviour. I then walked in their direction and continued to tell them to leave the area. At this time, the Male was becoming physically aggressive towards the Female pushing her as she returned to trying to get him to leave by grabbing his waist and pulling him away. I identified that I would need to intervene and act as per the fifth step of the appeal process, to prevent her from suffering any injury.

I assessed the situation and considered my powers and policies using the National Decision-Making Model and identified that I the Male need to be arrested for being drunk and disorderly in a public place to prevent him causing physical injury to the Female. When my colleague and I approached the Male and

Female, I stated to the Male that he was under arrest for being drunk and disorderly. This caused the male to become physically resistant and noncompliant. Therefore, I had to use necessary force to detain the Male and effect his arrest. I did this by using my handcuffs. Whilst doing this, I communicated effectively with my colleague and put the Male in an arm lock to restrain him. Whilst doing this the Female tried to pull officers off him and bit my colleague on the arm. My colleague then made the decision to arrest the female for assault police and had to physically restrain her. Therefore, I had to minimise any possibility of the Male escaping and causing injury to any person by taking him to the ground using an arm bar take down. This was an effective tactic as I was able to gain control over the Male and handcuff him to the rear to effect his arrest and prevent physical injury to any person. I then made the decision to keep the male on the ground as I had more control over his physical movements, and it was only myself and my colleague at the incident. I kept in mind that due to the person being intoxicated and on the ground that there would be a risk of physical asphyxia whereby a person's body position or posture may reduce their ability to breathe (Bryant & Bryant, 2020, pp. 360-361). Therefore, I ensured that the male was kept in a suitable position on the ground. At this point, I made the decision to call for assistance over the air to call for more officer to aid with the detention of the persons and convey them to police custody.

Overall, I used the National Decision-Making Model to make informed decisions during the incident. I utilised my tactical communications and the Five Step Appeal Process to communicate with the persons and relay my intentions and actions. Throughout I conducted a dynamic risk assessment in which I identified the persons escalating behaviour and adjusted my approach to manage the presented conflict which ultimately ended in the arrest of persons and resolution of the conflict.

Word count: 2330

Task 3

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

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

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

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

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

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

ANSWER:

In this essay I shall discuss an incident whereby I played a significant role in supporting a victim through a domestic related assault by engaging with her and supporting her through the criminal justice system. I will critically assess all relevant social and legislative contexts and illustrate how policing values were used during the incident to ensure that the victim felt comfortable and updated with the progression of her complaint. In the year ending March 2020, police services in England and Wales (excluding Greater Manchester Police) recorded 758,941 domestic abuse related crimes (Office for National Statistics, 2020). Out of all of these cases, 73% ended in a charge (Office for National Statistics, 2020). This highlights the fact that 27% of cases did not get a charge which underlines the importance of supporting victims through the whole process so that they don't feel overwhelmed, and they have the best chance of achieving a charging decision.

Whilst on duty I attended a police incident whereby it was reported that a female, who I shall refer to as Victim in this essay, had been assaulted by her partner, who I shall refer to as Aggressor, in her home address whilst her son was present. Prior to attending the address, I conducted all relevant risk assessments by consulting the National Decision-Making Model which enabled me to decide the best approach and be held accountable for my actions as per the Code of Ethics (Bryant & Bryant, 2020, pp. 73-78). When I arrived at the incident, I was aware that the Aggressor had left the location in a vehicle. Since the Aggressor had left the location, the threat, harm and risk levels were lower due to him no longer being present (Scotland Police, 2021). I was also aware that the Victim had left her home address and gone to her neighbour's address where she sought safety with her child after the incident. As a result of this information, I made my way to the neighbour's address and spoke with the Victim. She informed me that following a verbal argument with her partner, he had pushed her which had caused her to fall to the ground. He had also hit her head with his hand and smashed up her television. At this point, though gathering information and intelligence using the National Decision-Making Model (Bryant & Bryant, 2020, pp. 77-78), I identified two offences: domestic related common assault and criminal damage.

Common Assault (Battery) comes under section 39 Criminal Justice Act 1988. Blackstone's Handbook for Policing students defines the offence as:

"A person is guilty of battery if they intentionally or recklessly apply unlawful force on another person."

(Bryant & Bryant, 2020, pp. 356-358)

Criminal Damage is defined under section one of the Criminal Damage Act 1971 as:

“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.”

(Legislation.gov.uk, 2015)

After identifying the offences, I conducted an urgent welfare check on the Victim and her son as it is a police officer's duty to protect life and preserve order (College of policing, 2018). I did this to meet their needs and expectations and ensure that they were safe and felt reassured. As I was with the victim, I conducted a welfare check on her as I knew her son was safe in the adjacent room in the company of her neighbour. I saw that the Victim had a superficial cut on her head and a small graze on her arm. She had already treated these injuries and stated that she did not need medical attention. I then conducted a welfare check on her son who appeared safe and well, with no injuries. It appeared that he did not fully understand what had happened.

After providing reassurance to the Victim, her son, and the witness, I was satisfied that they were safe. I then proceeded to engage with the victim in a professional and understanding manner, showing empathy and support from a policing perspective. I started by clearly outlining a route map in which I stated that the police would support her through to achieve a realistic prospect of conviction against her aggressor and ultimately provide her safety from him. When I did this, I maintained transparent and professional in line with the policing Professional Standards as I was dealing with a victim of serious crime (Police Professional, 2006). At first, she did not want to provide a complaint due to fear of retaliation and having provided previous complaints and the matter not progressing in accordance with her expectations. Due to this, I had to engage with her by explaining that by providing best evidence through providing a statement of complaint, she would have a greater chance of convicting her aggressor and achieving her expected result.

By effectively engaging with the victim, I was empathetic and realistic. I encouraged her to provide a statement of complaint to enable her the best opportunity of conviction. This was effective as it ultimately enabled the victim to become more confident as the process was explained to her with realistic end goals to work towards.

After convincing the victim to make a complaint, through being transparent and discussing possible outcomes, I conducted Golden Hour enquiries to achieve best evidence (Bryant & Bryant, 2020, pp. 235-242). I had identified the Victim, a witness, injuries that needed to be photographed, a damaged television that needed to be photographed, and an outstanding suspect. Golden Hour enquiries are key to any investigation as they allow one to quickly capture evidence when it is freshest and it allows one to protect it from contamination (Bryant & Bryant, 2020, pp. 235-242). In this case, they allowed me to gather comprehensive statements, as the incident was fresh in the victim's/witness's memory and photograph the injuries before they had time to fully heal which highlighted their severity.

I then took the Victim and her neighbour, back to the police station where they both agreed to make statements in which they would present facts in a document to the court (Bryant & Bryant, 2020, pp. 217-221). This was an effective procedure as it allowed me to take the persons away from the scene and into a safe environment. Firstly, I prioritised taking the Victim's statement as I deemed this the most important due to its content. I started by outlining the Full Code Test in which it is necessary to collect sufficient evidence to achieve a realistic prospect of conviction (Bryant & Bryant, 2020, pp. 633-634). By doing this I strengthened the Victim's determination to provide a detailed statement of the events that took place leading up to, and including, the offences.

When I took the statements, I followed the P.E.A.C.E. interviewing model (College of Policing, 2020). I started the statement by asking open questions which allowed the victim to effectively give an overview of the incident. I then asked probing questions around significant aspects of the incident such as the mechanism of the offences and times/locations/offender. After I had probed the topics, I asked closed questions to tie up any loose ends with definitive answers. After obtaining a statement from the victim, I explained that prior to attending court, special measures could be applied for on her behalf to assist her in the courtroom and allow her to give evidence in a more comfortable manner. I was aware that she was anxious about providing evidence in front of the Aggressor, so I discussed the possibility of giving evidence through a live link. This is where victims can provide evidence in court through a video call to help minimise intimidation and feelings of stress and anxiety. The Victim opted for this as it would assist her in providing evidence in court and it would stop her from considering withdrawing her complaint as she wouldn't feel as anxious about court. This was an effective measure as it meant that the Victim was happy to attend court as she did not have to be there physically, therefore she did not have that worry about giving evidence in court which may have created a barrier to her progressing her complaint.

After completing the main statement and the special measures, I offered the Victim the chance to provide a Victim Personal Statement. This is a secondary statement which allows victims of crime to provide an account which highlights how the event made them feel, how it impacted their quality of life, and what support they may need as a result of the incident (Bryant & Bryant, 2020, p. 220). By doing this I was able to give the Victim the opportunity to express her emotions and what she now felt she needed which strengthened her former statement. This reassured the Victim that the court would have an opportunity to see how scared she was of the Aggressor and how his behaviour had prevented her from making complaints in the past.

I then went and took a witness statement from her neighbour who provided an account of what she heard and saw when the Victim entered her address, and the initial disclosure from the Victim. I informed the Victim that this would again strengthen her complaint as she was an independent witness and had no personal involvement in the event or any motive.

After taking the statements, I then proceeded to explain Public Protection Notifications (PPN) to the Victim and how they benefit persons who are vulnerable/in need of help. The College of Policing defines vulnerability under Operation Liberty as being:

“A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of, or protect, themselves from harm or exploitation.”

(College of Policing, 2020)

As she was a victim of Domestic Violence, I identified that she was vulnerable as determined by the definition from the College of Policing. I started the PPN by identifying what professional support networks the Victim already had. She disclosed that she did not have any as she did not know what ones she was eligible for or how to contact them. I started the procedure by explaining what agencies were out there for victims of domestic violence such as Women’s Aid, and what support they could provide her with (Women's Aid, 2021). As she was a repeat victim of domestic violence, she had previously consented to PPNs but did not fully understand how they benefitted her. By engaging and explaining the process to her she was able to understand their benefits rather than just consenting.

Whilst conducting the PPN, I asked the Victim a twenty-nine Domestic Abuse, Stalking and Harassment questions which were comprised within. These questions help frontline practitioners risk assess the level of threat and allows them to identify what measures are necessary to provide safety to the victim. The police can identify repeat perpetrators and victims through their resource management system NICHE. Therefore, they can alert other agencies through the submission of PPNS and by holding Multi-Agency Risk Assessment Conferences (MARACs).

This PPN was graded high risk as she lived with the Aggressor, she had sustained superficial injuries, and she had a child with the Aggressor – there were factors which indicated that serious harm could happen at any time. This PPN was shared with several agencies and was the subject of MARAC in which the content of the PPN was discussed and tactics and measures were implemented by external partner agencies.

In addition to the PPN, I was able to offer the Victim the Victim Support service, which is independent, free and confidential support for victims after a crime (Victim Support, 2021). This played a significant role in addressing the Victim's needs and expectations. As well as having direct support from myself, she now had support from an external agency who maintained contact with her throughout the investigation. They offered her with relevant information and advice, offered her immediate emotional and practical help, and assisted her further navigate the Criminal Justice System (Victim Support, 2021).

As per South Wales Police's policy, I conducted a Ten Point Domestic Violence Action Plan. This is a list of actions that need to be carried out by the officer in case, in this instance myself, to implement and alert different agencies and departments to provide a service to the victim. I informed the Victim that I would be carrying out the action plan and what it entailed. One of the steps was to inform the local Neighbourhood Policing Team. This is to allow them to conduct regular visits at the address and provide

reassurance to the Victim and act as a deterrent to the perpetrators. By conducting the action plan, I was maintaining transparent with the victim and able to keep her up to date with actions taken and actions still outstanding.

I kept the Victim updated within agreed timescales of seven days throughout the course of the investigation. This allowed me to keep in regular contact with her and address her concerns and needs throughout the process. When the Aggressor was arrested, I was able to inform the Victim and reassure her that he would be interviewed, and bail conditions would be implemented to prevent him from contacting her in anyway shape or form. By informing the victim of the conditions she felt safe and reassured that he would not be in contact with her without consequence. The implementation of bail conditions was an effective deterrent which prevented the Aggressor from contacting the Victim.

In conclusion, by effectively engaging with the victim and clearly outlining a road map of actions that were necessary, I was able to address her concerns and support her through the Criminal Justice System. I coherently outlined, step-by-step, all processes and catered the investigation around her by offering her special measures in court and encouraging her to stick by her complaint against the Aggressor. I offered her aftercare support through submitting a PPN which was a significant factor in allowing her to gain the necessary support that, the police cannot offer, from external partner agencies.

Word count: 2370

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will discuss an incident whereby I used my decision-making skills and discretion whilst critically assessing the situation using legislative and social contexts and reflect on how I effectively applied the National Decision-Making Model to assist in resolving the incident. I will also evaluate how I used discretion in the decision-making process and determine my responsibilities with regards to the Criminal Procedure and Investigations Act 1996 when conducting the investigation and managing the offenders and recording and retaining relevant information. Through assessing the situation, I shall illustrate how policing values were engaged through an assessment of the potential impact of bias on the decision making.

Whilst on duty I was conducting a routine patrol with my colleague in a marked police vehicle at around 03:00 hours at night. During my patrol I noticed a steamed-up car which was parked away from any

settlement in an un-lit country lane. At this point I became suspicious of the vehicle due to its placement and the time of night. When I drove near the vehicle, I lowered my windows to see if I could hear or smell anything coming from the vehicle. It was at this moment I noticed that there was a strong smell of cannabis. I also noticed that there were four occupants in the vehicle. I pulled up next to the vehicle and exited my own. I then made my way to the driver's side window where I could see the driver. He did not look at me, so I formed the opinion that he was trying to avoid me. I knocked the window, and he did not acknowledge myself which strengthened my opinion that he was trying to avoid me and led me to believe that he was trying to hide something. As a result, I knocked on the window a second time but harder. After I did this the driver opened the window and stuttered whilst fidgeting with something in the vehicle. This raised my suspicions that he was trying to hide something. When he opened the window the smell of cannabis became stronger. It was also at this point that I noticed a cannabis grinder in the centre console of the vehicle.

Using the National Decision-Making Model (Bryant & Bryant, 2020, pp. 77-78) I gathered information and intelligence which was the cannabis grinder in the vehicle, the smell cannabis coming from inside, and the fact that the driver was fidgeting and trying to avoid myself. With this information, I took into consideration the location of the vehicle – away from any settlement and in a dark country lane – and the time of night. I used this information to build my grounds for a Stop and Search under Section 23 of the Misuse Drugs Act which states in summary:

'If a constable has reasonable grounds to suspect that any person is in possession of a controlled drug in contravention of this act or of any regulations made thereunder, the constable may search that person and detain him for the purpose of searching him, and search any vehicle in which the constable suspects that the drug may be found.'

(Legislation.gov.uk, 2021)

I then assessed the threat and risk and developed a working strategy using the National Decision-Making Model. As there were four persons in the vehicle, I conducted a visual survey and noticed that the persons were all young and their body language suggested that they were all nervous. None of persons displayed any signs of active, physical or verbal resistance. As a result of this formed the opinion that they posed little risk. As I was with my colleague, both of us wearing full Personal Protective Equipment (PPE), I deemed it safe to conduct the search.

Using the National Decision-Making Model, I then considered my powers and policies. I had sufficient ground to conduct a stop and search based on the information and intelligence that I gathered in my initial stage of the National Decision-Making Model. Therefore, I activated my Body Worn Video Camera and followed the GO WISELY procedure which summarises certain information must be provided to the detained purpose prior to conducting the search (Bryant & Bryant, 2020, pp. 173-178). These can be seen below from the College of Policing.

G	A clear explanation of the officer's grounds for suspicion, eg, info/intel or specific behaviour of person.
O	A clear explanation of the object and purpose of the search in terms of the article being searched for.
W	Warrant card, if not in uniform or if requested.
I	Identity of the officer(s): name and number or, in cases involving terrorism or where there is a specific risk to the officer, just warrant or collar number.
S	Station to which the officer is attached.
E	Entitlement to a copy of the search record within 3 months.
L	Legal power used.
Y	You are detained for the purposes of a search.

Figure 2

(College of Policing, 2016)

I searched the persons one-by-one to enable myself to conduct a comprehensive search of the person and mitigate any potential risk. When I searched the persons I found a small bag of cannabis, a cannabis grinder and a small box of cannabis remains. As there was only a small amount of cannabis found, it was deemed for personal use. Three of the four persons in the vehicle admitted to possession of the cannabis. The third person said that he was not involved in the use or possession of the drug and none of the others contested his claim. Consequently, I used my professional discretion and professional judgement (Bryant & Bryant, 2020, p. 78) and issued the person with suitable words of advice and no further action was taken against him.

After finding these items and considering that the persons made a full and frank admission to the offence of Possession of a Controlled Drug contrary to section 5 of the Misuse Drugs Act 1971 (Bryant & Bryant, 2020, pp. 268-269), I identified my options and contingencies.

Firstly, I used the local police database to conduct searches on the persons involved so that I could identify whether they had been involved in any similar incidents involving possession of an illegal drug or any other drug related offence. I did this to ascertain whether there were any aggravating factors which I would need to consider whilst deciding on the best course of action. As per the Crown Prosecution Service (CPS) aggravating factors include the following:

- *“The smoking of cannabis in a public place or within view of members of the public.*
- *Proximity to premises frequented by young people.*
- *Any related anti-social behaviour.*

- *Any known impact on the local community.*
- *A repeat or persistent offender. “*

(Crown Prosecution Service, 2017)

After searches were conducted on the persons involved, I was now aware that none of them had been involved in any offences – there was only one person on the local system who was a witness to a previous non-related offence. After ascertaining this information, I was able to identify that there were no aggravating factors. Furthermore, due to the small amount of cannabis found it was deemed personal use and therefore it would not have been in the public interest to prosecute for such possession – it would not have been proportionate and the persons were first time offenders.

As no aggravating factors were present due to the involved persons having no previous for any drug related offences; they were not smoking cannabis within the sight of any persons or close proximity to premises frequented by young persons; they were not causing any anti-social behaviour, I then considered the Full Code Test (Bryant & Bryant, 2020, p. 633).

The Full Code Test is a model whereby investigations are progressed based on whether they meet certain criteria. The test comprises of two parts which I shall discuss and evaluate how it affected my decision-making process during the incident. The first stage is the evidential test. Prior to conducting my stop and search, I activated my Body Worn Video which captured all my actions and justifications. This enabled me to evidence my actions and held me accountable for the decisions I made which is in line with the code of ethics (Bryant & Bryant, 2020, pp. 73-74). It also enabled me to gather best evidence – evidence which is harder to contest because it is impartial and captures the situation as it is. As the cannabis was

found on the persons and they made a full and frank admission to the offence on Body Worn Video, I had solid evidence of the offence. As a result of this, I was able to meet the evidential test.

After the evidential test is met, the Full Code Test then progresses onto the second stage, the public interest stage whereby a series of factors are considered to determine whether the subjects should be charged. These factors include, but are not limited to:

- *“The age of the suspect*
- *The circumstances of, and the level of harm caused to, the victim*
- *The impact on the community*
- *Whether prosecution is a proportionate response or whether the suspect could be better dealt with by a method which diverts them from the court process such as a caution.”*

(Bryant & Bryant, 2020, p. 633)

As previously discussed, there were no aggravating factors. Due to the small amount of cannabis found on the persons the offence did not meet the public interest test as it would not have been proportionate to prosecute. As a result of this, I used my professional discretion and decided that due to the existing circumstances, the persons could be dealt with through an alternative outcome. After considering my powers and policies, as advised in the National Decision-Making model (Bryant & Bryant, 2020, pp. 77-78), I ruled out arresting the persons or reporting them for summons as it was not proportionate. I therefore considered an out of court police disposal known as Restorative Justice whereby the offender could be dealt with on the spot (Bryant & Bryant, 2020, pp. 223-224). I consequently followed force policy whereby a small amount of cannabis found in a person’s possession can be dealt with via Restorative Justice. This is an out of court police disposal power in which the offender admits to the offence and is issued with a community resolution whereby they are not criminalised but dealt with in a manner which would satisfy the victim

(Bryant & Bryant, 2020, pp. 223-224). A Restorative Justice community resolution can only be used once every six months for similar offences. If the person is found in possession of the drug again within the six-month period, they may be liable for arrest or further police action.

As the persons had admitted the offence on Body Worn Video, I explained the Restorative Justice process to them and explained that on this occasion they were not to be criminalised, however, if they were to be found in possession of cannabis again further action may be taken. I was satisfied that this was the most proportionate outcome after considering all my options and contingencies.

After deciding that I was going to deal with the offence through the Restorative Justice approach, I then progressed onto the next stage of the NDM which is taking action and reviewing what happened (Bryant & Bryant, 2020, pp. 77-78). In the end, I issued the Restorative Justice community resolution to the persons involved. This allowed them to be dealt with out of court and still held accountable for the possession of cannabis. This was the best course of action as the offence would not have met the Full Code Test. During the incident I seized the cannabis and drug paraphernalia from the persons. I then booked these items into the property stores where they were to be destroyed. By doing this I created an audit trail of the seized items which could be traced to show transparency and integrity whilst dealing with drugs.

On review of the incident as part of the National Decision-Making Model, I believe that I dealt with the offence in a professional and proportionate manner. I identified that there were no aggravating factors and that I had sufficient evidence to support my disposal of the offence. I made this decision after consulting the National Decision-Making Model. I considered that the investigation would not meet the Full Code Test as it would not pass the public interest stage and consequently considered other disposals. After considering all disposals I concluded that the most suitable and proportional disposal would be Restorative Justice. It

meant that the persons involved would be dealt with in line with force policy and that they may be liable to further police action should they be found committing further drug offences down the line. My

The Criminal Proceedings and Investigation Act 1996 (CPIA) outlines that all material gathered throughout the course of an investigation must be retained and recorded. When this material is done so, it must be reviewed and its relevance to the case assessed. With regards to this investigation, I retained all evidence which was then disclosed to the subjects as per CPIA guidelines. There was no undermining material as it was a clear offence of possession, admitted by the persons on Body Worn Video. I also disclosed to the persons my Stop and Search grounds and asked them whether they wanted a copy of the search to which they replied no. During the investigation, I made the decision, under CPIA, to disclose all evidence I had gathered to the persons which ultimately informed my disposal of the offence. I also recorded and retained the persons' details and added them to the local police database. I made this decision as they had been involved in an offence and they needed to be added to the system to log who they were, what offence they were involved in, and the disposal outcome. All this information was documented on the local Resource Management System NICHE.

In conclusion, during the investigation I remained impartial and professional which is in line with the policing professional standards. I engaged policing values by upholding the law firmly and fairly, basing my investigation and decision on facts and evidence (Bryant & Bryant, 2020, pp. 72-73). This meant that I was not bias when dealing with the persons involved. I used the National Decision-Making Model to rationale my decisions and actions and documented it all using my Body Worn Video. This meant that I could be held accountable for my action and that they could be subject to scrutiny should a complaint arise. I considered all possible disposals and concluded based on my rationale that Restorative Justice was the most proportional one.

Word count: 2336

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Case File Building	I can achieve this though gaining more experience and building more case files. Also, I can build my case file skills by completing my attachment at the hub whereby experienced officers complete them on a regular basis.	Officers on my team, officers at the hub, and area training officers.	Within six months
Suspect interviewing	I can achieve this by offering to do more prisoner hand ons so that I have the opportunity to do more suspect interviews. I can also develop my interviewing skills by completing my attachment in the hub where officers complete numerous suspect interviews as part of their role. When I am at the hub I can observe experienced officers interview and ask them for interviewing	Sergeants, officers on my team, and area training officers.	Within three months

	techniques and tips. As well as this I can use my Blackstone's Student Policing Handbook to familiarise myself with the structure and techniques discussed.		
Identifying stop and search grounds better	I can achieve this by becoming more confident in my power to stop and search persons with reasonable grounds to suspect. I can also develop how I identify reasonable grounds by following the SHACKS mnemonic: • Seen • Heard • Actions • Conversation • Knowledge • Smell	Officers on my team and the area training officers.	Within three months
Managing my workload	I can do this by becoming more efficient at paperwork and sticking to deadlines.	Sergeants and officers on my team.	Within six months
Managing conflict	I can improve on this by attending my annual officer safety refresher and identifying signs of aggression and techniques to deescalate situations.	Officer safety trainers and officers on my team.	Within 9 months as my officer safety refresher is within this period.

Bibliography

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Peter Devonshire (Learner, Electronic signature or type name)

Date: 03/01/21