

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

**(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 2 (PCDA)

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

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

ANSWER:

Organisation justice is the perception of fairness within the workplace which influences the attitudes and behaviours of employees, (Greenberg, J. 1987). For a company to have a culture of ethics and compliance, organisational justice must exist. If employees do not feel there is internal justice within a company then the company will not be able to foster integrity and trust and in turn serious misconduct is more likely to occur, (Volkov, 2015). In this essay I will reflect on the impact of organisational justice on myself with the police service using Gibb's reflection theory (Gibbs, 1988) and consider the steps taken by Gwent Police to raise ethical standards.

There are four areas to organisation justice distributive justice which is the perceived fairness of decision outcomes, procedural justice, which is the fairness in the decision making, interpersonal justice, which is about fairness of interactions and informational justice, which is about fairness in communications, (Greenberg, 1987).

During my time in the police force there have been several incidents where I have felt injustice due to my status as the newest on my shift. The first example is when my Sergeant first joined our shift and I was constantly being allocated the tasks which no one else liked to do and this was different to my previous sergeant who had always allocated them out fairly. On one set of shifts I was allocated all three of the prisoner handovers, whereby I had to interview prisoners who had been arrested on earlier shifts as well as complete any outstanding enquires. Another example is when there are odd numbers in each station on night shifts where we double crew and I am always the person to go to the other station to pair up. The final example is when I asked my Sergeant if I could have some extra training towards new skills, such as 'method of entry' training which would be useful for my day to day role however I was told as a probationer I was not able to have this training. After seeking advice from other people in my cohort they stated that they were able to have this training and there is no such written rule.

These incidents left me upset and feeling like I was less important than other people on shift leaving me with a sense of interpersonal injustice which in turn has affected

the relationship with my Sergeant. I also felt I was not being treated fairly which goes against the Code of Ethics policing principle of fairness, (COP, 2014) which at one-point left me questioning whether I still wanted a career in the police. It is documented that perceived injustice can cause an employee to reduce their efforts, file a grievance or even try to rationalise the injustice, (Baldwin, 2006) with the latter being what I tried to do. Initially I felt even though it was unfair that maybe he was doing it so I could gain experience through completing day to day tasks on shift and seeing how other people work.

As a result of how I was feeling I spoke to my peers who have always been supportive to me. They agreed that I should speak to my Sergeant about how his decision making left me feeling as he may not have been aware of his actions. I spoke to my sergeant and explained how I was feeling, he stated he was not aware of his bias towards nominating me for tasks however since the meeting we now have a rota in place to allocate prisoner handovers. Also, my Sergeant didn't know probationers could have extra training and once he spoke to learning and development he has since put me forward for an intoxilyser course.

Gwent Police is continuously taking steps to raise the ethical standards within its organisation. One step includes the input from the Professional Standards department, starting from meeting all new recruits during their initial 6months training to explain what it is expected of them, as well as providing reporting forms on the force intranet pages to investigating any incidents of potential misconduct. The policy around Body Worn Video (BWV) is another area as this is not only in place to protect employee's but the public as well, by ensuring officers behaviour is compliant with the Code of Ethics, (COP, 2014). The code of Ethics is arguably the most important step, and this is emphasised to new recruits advising them how it should be central to every decision made and be a guide for the behaviours of them.

One of the standards of professional behaviour within in the code of ethics is equality and diversity and Gwent Police's recruitment initiatives comply with the example "Actively seek or use opportunities to promote equality and diversity", (COP, 2014) as well as its duties and responsibilities as per the Equality Act 2010, (Legislation.gov, 2021). The forces recruitment initiatives include, partnering up with local communities, organisations and groups, awareness sessions for those of under-represented groups and directly advertising at communities that are currently under-represented Gwent Police seeks to understand and remove any barriers to these groups joining the police, (Gwent Police, 2021). These initiatives do appear to be working with 10% of new officers recruited between March 2020 and March 2021 identifying as being from an ethnic minority.

In this essay I have describe what organisational justice is and how it must exist within an organisation for there to be a culture of ethics. I have reflected on my time in the Police service so far and the impact of organisational justice on myself. I have provided examples of when I have felt a sense of injustice, the impact this had on me as well as the actions I took to correct it. I have considered the steps which Gwent Police are taking to raise ethical standards including their recruitment process, the training given to new recruits and the policies around BWV which seeks to protect both the public and police alike.

Word count: 994

Task 2

Relevant areas of the National Policing Curriculum:

Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

Give a brief description of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

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

ANSWER:

In this essay I am going to discuss an incident of a common assault, contrary to section 39 Criminal Justice Act 1988, (legislation.gov, 2018) involving the site manager from a building site who pushed one of the residents of the sheltered housing where he was working. I will provide a description of the incident and include the social issues which I encountered. I will explain how I worked with partner agencies in order to resolve the issues. The benefits of working in partnership include, sharing information to reduce risk, utilising specialised resources and a collaborative approach to problem solving, (Home office, 2013). I will describe the options I considered and how I used the evidence gathered to take the appropriate action. Throughout the essay I will use the Driscoll reflective model to analyse the role I played, how the incident made me feel, what went well and what I have learnt for future incidents. (Driscoll, 2000).

A call was received from an elderly male to say one of the builders who was working at his building had assaulting him by pushing him into metal fencing and although he was not injured, he was scared and upset. On arrival myself and a colleague were greeted by four workmen from the site who had been there throughout, they stated that the victim was a nuisance and did nothing but cause trouble and was always moaning and shouting at them over petty things. I took recorded their details and went to speak to the victim, who was back inside his address. The victim explained he'd gone onto the building site and into the site office to speak to the manager about the condition of the site when they finished for the day and whilst in the office the manager got irate and pushed him out of the portacabin and into the metal

fencing. His wife was also home and had seen the incident so myself and my colleague took statements from them both in separate rooms. Whilst at the location I completed my 'golden hour' principles (Blackstone's, 2019, pg225) in order to gather the best evidence. Although there was no scene to preserve, I still looked for CCTV opportunities and completed house to house enquiries to find any further potential witnesses. Before we left, I gave the victim and his wife safeguarding advice such as keep his door locked and phone on him and charged when he would leave the house. As the alleged offender had left the building site it reduced the level of threat, risk and harm so I didn't see a necessity to arrest at that time. I still spoke to him on the phone advising him not to go near to the victim and that I would need to speak to him under a more formal setting.

When allocated this incident I cycled through the NDM (National decision model), (Blackstone's, 2019, pg79), and started by gathering information and intelligence. The background checks on the address showed there was no history of this type of offence however checked on the people involved showed the victim was a VISOR subject which means he is on the violent offender and sex offender register (COP, 2020) following three previous convictions for sexual offences against children. Therefore, my responsibility on this occasion meant I needed to contact the Gwent VISOR team. When I had been on the site initially the builders had mentioned they knew the victim was a sex offender and to was apparent that they took a serious dislike towards him, they also had concerns that they had seen him walking around the park for long periods of time. Due to this information I contacted the management of serious offenders and violent offenders (MOSVO) team who are responsible for the risk management plans for specific offenders to keep the public safe, (COP, 2020). I advised the MOSOVO officer that although these concerns had been made the victim did own two dogs and there was potential that was walking his dogs and there were no specific allegations of an offence.

When I originally spoke to the victim I did not feel the usual empathy I would for an elderly victim and I believe this was down to my unconscious bias of knowing the victim was a convicted child sex offender meaning I instantly made me feel a slight dislike towards him. "Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness", (UCSF, 2021). Although I could not control this bias internally I still remained impartial and treated him as I would treat any other victim of crime as per the code of ethics by being diligent in exercising my duties and responsibilities, treating people impartially and being aware on unconscious biases, (COP, 2014).

Another key stakeholder in the incident was the local housing association as they owned the property which the victim lived in, had responsibility for the CCTV cameras and arranged the contract for the builders on site. I contacted the manager of the complex who stated she had previously had complaints from the victim regarding where the builders parked their cars, that they were untidy and had previously called him a nonce which again highlighted the community tension regarding the victim's convictions. She advised that the victim had been moved from a previous complex as people were aware of his status, however the same cleaner is used in both buildings and it appears his status has again been shared. We both agreed on the separate actions we would take with hers being to run her own investigation, to check the CCTV and suspend the offender from working on the site,

whilst the criminal investigation took place, which mitigated the risk of any further offences.

In order to find a resolution to the allegation I needed to assess the evidence I was able to gather. I contacted the housing manager who advised that the CCTV cameras are only turned on during unsocial hours and didn't capture the incident, the victim had shown her a photo of a dusty hand print on his back, and she provided a copy of an interview she had with the offender which, although wasn't evidential it gave me a good insight into what he would say in a police interview. He had stated that the victim came into his building site via a fenced off area and been shouting at him. He had asked him to leave due to his behaviour and the victim at first refused, when he did eventually walk away, he then turned back and ran at the offender who felt in fear and put his hands up to protect himself, but he did not push the victim. He agreed it had become a heated exchange between the pair of them. The photo of the handprint was not consistent with the victim's statement as he stated he was pushed in the chest and by the offender therefore this had no evidential value. House to house had been a negative with no one seeing the incident and there were no independent witnesses. This left me with very little evidence, therefore after going through the NDM and reviewing the risks as well the policies and processes available to me I spoke to the victim to see what he would like me to do as I didn't feel that I had enough evidence to charge the suspect. The victim stated he just didn't want any further hassle from the offender and wanted the situation to be over with therefore I suggested a community resolution and explained the benefits. A community resolution is an out of court disposal which can be used for low level crimes whereby the offender does not receive a criminal record and the incident is dealt with to the victim's satisfaction, (Blackstone's, 2019, pg213). The manager in the housing association agreed to stay in contact with victim and to keep reviewing the community tension in the area with a view to maybe moving him again to a location where people did not know his history.

The actions I took allowed for a fair and detailed investigation, reducing the risk of further harm to the victim and providing a victim led outcome. By allowing myself time to gather evidence and liaise with other agencies the victim's voice was heard, and he was able to be safeguarded throughout. At the time I completed my investigation the builders were still working on the site and were aware of the victim's criminal past which could still cause further issues however I believe I have taken all the actions necessary to mitigate the risk and allowed the victim to liaise with the housing association as to whether he can be moved elsewhere. Going forward I will look continue to work closely with the housing association whereby community tensions may be high, and I will look to include our neighbourhood teams when I feel they can provide support through active patrols and mediation.

Throughout this essay I have explained the multi-agency approach I took to ensure the victim was safeguarded not only due to this incident but due to the community tensions because of his offending history. I have explained the rationale behind my decisions with the aim to reduce the risks of further incidents occurring and I provided the victim with an outcome they were happy with through an out of court disposal. I have justified my intervention and explained the potential consequences of the builders still being on site and knowing the victim's past. I have reflected on

the incident using the Driscoll's reflection model by explaining my actions, feeling, the positives aspects of the actions I took.
Word count:1618

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

1250 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this essay I am going to discuss a domestic incident of malicious communications, contrary to section 1 Malicious Communications Act 1988, (legislation.gov, 2020) whereby the offender was sending abusive and threatening messages to his pregnant ex-partner. I will provide a description of the incident and include the social, cultural and language issues which I encountered. I will evaluate how different approaches by the various teams and agencies in supporting and managing vulnerable victims. A vulnerable victim can be defined as, "A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation", (COP, 2021). I will also evaluate the processes which work when tackling repeat victimisation and offending. I will use the Driscoll model of reflection to evaluate my performance, (Driscoll, 2000).

A call was received from a 7month pregnant female who had received threatening messages from her ex-partner, and she was in fear that he would come to her flat and cause trouble. On completing my background checks it soon became apparent she was a repeat victim following a long history of domestic abuse from her ex-partner. "A person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months", (Bedfordshire Police, 2021). I recognised this female was extremely vulnerable as she had grown up in the care system so didn't have any family around her, she was still only in her late teens, had a history of drug and alcohol dependencies and was heavily pregnant. I attended the address and female refused to answer the door and would not engage with me; this was a common theme once reports had been made by this victim. Due to this being a domestic incident I took positive action and requested the offender came in for a voluntary interview, I did not look to arrest the offender as the incident had happened the day

before, I had no evidence and the threat, risk and harm was low when I was allocated the call. I was aware I had a lack of evidence and looked into whether I had the grounds to conduct a search of his phone, however as I had no times, dates, platform the messages were sent from it would have been an open ended search and this was not ethical. In interview he denied the allegations and with a lack of evidence my sergeant gave a no further action outcome. Part of my responsibilities in a domestic violence situation is to complete Domestic Abuse Stalking and Harassment Risk Assessment (DASHRA), (Shropshire.gov, 2021) in order to assess the risk of the incident, which was hard to complete as the victim would not speak to me. I also completed the public protection notification (PPN), (HMIC, 2015), for the unborn child and shared the assessment with social services as I felt there were risks for the child. As the victim was not engaging with me when I tried to provide her with an update I posted a note through her letterbox with a list of safeguarding advice and support services available to her.

This whole incident left me feeling concerned for the victim, I could tell she was in fear of her ex-partner however as she would not engage with the police, I could not take any direct action to protect her, only submit referrals. Looking back, even though I could not prove the offender had committed a crime I feel I did all I could to try and help her. It is possible she didn't like police however I am hopeful she will use the list of support service to find the correct support she needs. If I hadn't have taken positive action, then the offender may have believed he could continue to be abusive and the police would not have tried to intervene. In future incidents I would consider a domestic violence protection notice (DVPN) which is a civil order that can protect the victim in the aftermath of a domestic crime, (Gov.uk, 2020).

There are several professional bodies which support and manage vulnerable people who are at risk from harm. The police not only investigate the criminal aspects they also chair MARAC (Multi-agency risk assessment conferences) meetings which include associates such as local housing, social services, education, independent domestic violence advisors and probation. The purpose of these meetings is to share information about a victim of high-risk domestic abuse and discuss options for increasing their safety and create a co-ordinated plan, (Safelives, 2014). It is documented that following intervention from MARAC and an Independent domestic abuse advisor, (IDVA) up to 60% of victims did not report any further violence, (Safelives, 2014), however it could be argued that victims simply did not report the abuse. Some of the concerns with MARAC are that attendance is voluntary and therefore the right people might not be at the meetings, any actions taken are not reviewed for their effectiveness and that responses are not timely, (Adisa, O., 2020). I submitted a MARAC referral for my victim as I felt that other services could offer safeguarding to the victim and her baby that the police alone couldn't.

The National Health Service (NHS) plays an important role in the management of vulnerable people, with their guidance set out in the Care Act 2014, (legislation.gov, 2014). Their aims include to prevent harm and reduce risk of abuse, to safeguard individuals and raise awareness to staff of their role in responding to abuse and neglect, (NHS England, 2014). One of the benefits of medical services safeguarding people is that they have a lot more powers when it comes to mental health and capacity issues which the police do not have. They also will often see injuries a person maybe trying to hide from other support services and be able to share their

concerns with other parties. However, a stumbling block with the NHS support is that they are significantly underfunded and often waiting lists for support and treatment can be extremely long (Guardian, 2021).

Another important agency is social services (SS), who “have a statutory obligation to safeguard and promote the welfare of vulnerable children and adults”, (Family lives, 2018). A positive aspect of SS involvement is that they can allocate a vulnerable person a support worker who will look to safeguard them from harm. Having this individual point of contact means their individual needs can be met, a rapport can be built, and knowledge of the person is built up. One issue with SS is that families can often feel nervous of their involvement through fears they will put family members into care, and this can often put people off asking for support, (Family lives, 2018).

Repeat victimisation can occur due to the ‘flag’ theory where vulnerable victims can be an easy target to offenders due to their characteristics, (ASU, 2005). The Stockholm theory can explain why some victims will stay in an abusive relationship and become repeat victims, (BBC, 2013). In 2018 the national Police Chiefs Council (NPCC) set out the National Vulnerability Action Plan (NVAP) with the aim to support police forces to deliver 7 key themes which included prevention, intervention, Safeguarding and Managing Risk, Effective Investigation, Communications, Learning and Development. This plan was reviewed in 2020 and a revised plan created which is based on key evidence and best practice, (COP, 2020). One of the positive aspects of this plan is how it has been reviewed and revised showing the commitment and dedication of those involved.

This essay has explained my role with a repeat victim of domestic abuse and steps I took in order to try and safeguard the victim. I have evaluated the suitability in the approach of different agencies in supporting and managing vulnerable people. I have also investigated repeat victims and how the NPCC is continuously looking to address the issues. I reflected on my performance using Driscoll model of reflection.
Word count: 1343

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

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

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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.

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

ANSWER:

In this essay I will describe an incident of armed robbery, contrary to Section 8 Theft Act 1968 (legislation.gov, 2021) whereby I led the initial investigation at the scene by co-ordinating resources as the golden hour principles led to information being collated. The golden hour refers to the first period of any incident whereby the priority is the identify witnesses, preserve evidence and gather information when recollections are clear, (Blackstone's, 2019, pg225). I will explain the methodology used to task actions to supporting units in order to locate the offender and secure and preserve evidence. I will illustrate my ethical approach by considering the Human Rights Act (HRA) 1998 (Legislation.gov, 2021), and the police code of ethics. I will reflect on my performance using Gibbs model of reflection, (Gibbs, 1988).

An emergency call came in prior to our morning briefing to say there had just been a knife point robbery at a Post office whereby money had been stolen from the till and the offender left the shop with the knife still in his hand. Initial information led officers to arrest a male inside a flat close by, however he was later released without charge. Further lines of enquiry led to a young male who was known to the shop worker and he was later arrested and subsequently charged and remanded for the offence before pleading guilty and being sentenced. It was established in court that the

offender was desperate for drugs and needed money in order to feed his habit which is a common occurrence for those with drug addictions, (UK-Rehab, 2018).

Throughout the incident I gathered information and intelligence from various sources and assessed their worth within the incident and whether it would help direct the investigation. I was the first officer on scene and activated my body worn video (BWV) in line with Gwent Police Policies and was approached by a witness who stated that he had seen a male run past him and jump into an open window, however he also stated he'd seen a male of similar build but different clothing leave the block of flats on a scooter and was unsure it was related. I passed this information including both descriptions to the control room and awaited further units as following a quick risk assessment I felt containing the flat rather than entering by myself was the safest option. I also asked the control room to check the address to provide information and intelligence on the occupants and any warning markers which there weren't any. My next action was to speak to the victim and gather further information, she was shaken up and anxious which are documented impacts on victims of crime, (Victim support 2017) but still managed to show me CCTV of the incident on her phone and provide me with a first account of what happened. The CCTV showed the offender wearing a camouflage top and black mask. I again provided an update over the radio to all other officers who were at the scene in order to help with their enquiries within the flat. I also asked others to complete house to house enquiries for the route identified between the shop and the flat that the offender took, based on the victim and witness accounts, to see if there were other witnesses and any further CCTV. I requested CSI to attend the shop and secured the scene to prevent contamination of evidence.

Officers inside the flat located a single male who didn't match the description completely however they spotted a camouflage top in the washing machine. The male stated he was the only one who had been in the flat that morning and was subsequently arrested, with a section 32 PACE 1984 search of the address completed to try and locate for the money and bag that I had described to the officers on scene, however this proved negative. A section 32 PACE 1984 search allows officers to search a person or premises where a person was at the time or immediately before arrest in order to locate evidence related to the offence, (Blackstone's, 2019, pg176). Arresting the suspect took away his right to liberty against Section 5 (HRA) 1998 (legislation.gov, 2021), however at the time it was believed there was enough evidence to confirm some involvement in the offence with the necessity for arrest for a prompt and effective investigation. Entering and searching the address in order to prevent crime and disorder is one of the restrictions to article 8 HRA 1998, (Equality and human rights, 2021) the right to a private life, and it was necessary in this incident.

The victim provided the name of someone she thought was the offender due to his voice, but she couldn't be sure due to him wearing a mask and had his hood up. I requested information and intelligence on this male from the control room who confirmed he had committed a similar offence in the past and had warning markers for drugs, violence and mental health which instantly suggested the modus operandi (MO) was there. MO refers to the method used to carry out an act which can be distinctive to a particular person, (Legal Dictionary, 2006). I took a statement from the victim and requested a copy of the CCTV which was exhibited within the

statement. On arrival in custody the male stated to officers it was not him but named the offender as the same person the shop worker had and stated he had been staying at the flat as he felt sorry for him. They had only met recently, and the offender had told him his family had disowned him, so he allowed him to sleep on his sofa. The male was of Indian heritage and used to having big families at home so was happy for the company. His English was broken and therefore an interpreter was arranged for his time in police custody. Based on the new information enquires were made with the family of the newly named offender. They did not know where he was but stated to officers that he had been in contact with his dad and had confessed the crime to them and was asked for help as he was now panicking. The family refused to help him and instead agreed to provide a statement of what they had been told in order to support the police investigation. I requested a list of known associates on the computer systems from the control room for the offender and along with a team of officers conducted arrested for the male. The offender was located later that day and arrested.

On my way to the incident I was feeling apprehensive as I was single crewed and not taser trained whilst there was a report of a weapon. I knew this would be the first time I was taking lead on a major incident which was exciting however I was also nervous not to make any vital errors. Looking back, I feel I was professional, clear with my updates and tasked other officers well. I still feel sorry for the victim as on the CCTV she was screaming and I could hear the fear in her voice, this is something that I will never forget. As a shift I feel we positively contributed to the incident and did the golden hour enquiries very well and I am very proud on what we achieved. We worked as a team and everyone played their role with the tasks at hand. I was initially frustrated that we could not find the offender straight away, however very relieved when he was located later that same day. The situation has taught me that communicating effectively is key, the radio was very busy with different updates and it was very important updates provided were relevant, timely and concise. One big learning point I took from the situation is to keep my work bag stocked with evidence bags, paperwork and gloves as I had to rely on colleagues to for evidence bags as I only had a few on me.

Throughout the incident I acted within the code of ethics and followed the professional standards of behaviour including acting with authority, respect and courtesy by stepping forward and taking control of the situation and using my authority in a way that was lawful, accountable, necessary and ethical, (COP, 2014). Also, I followed the principle of equality and diversity by "showing compassion and empathy, as appropriate, to people you come into contact" with and "acting and make decisions on merit without prejudice and using the best available information", (COP, 2014). Examples of this were by activating my BWV and therefore I was accountable for my actions, requesting CCTV of the incident only which was for a policing purpose and basing my decisions on the evidence I had gathered.

Throughout the whole incident I used previous experience from complex investigations which included providing updates to the control room on key developments, information and intelligence for example descriptions of clothing and property stolen. I also rotated around colleagues at the scene to ensure all aspects of the investigation were completed, this didn't need to be completed over the radio as it was important to keep that free for important updates. When documenting the

incident on the police systems, I used previous learning to write lists of actions completed and actions needed, this would mean anyone can quickly look rather than having to read through all the system updates. Another learning point was the importance of evidence, as although the male admitted the offence it is easy to change his mind further down the line and plead not guilty, therefore it was important to not make assumptions and continue to gather everything we could for example submitting the clothing for DNA sampling so the evidence was not lost.

Using the experience I have gained since being on independent patrol I was able to remain calm and focused on the task at hand, whereas my first burglary in a shop I remember not being able to think clearly and needed support of colleagues in organising tasking and providing updates. This incident showed how far I had developed, and I feel I was able to show my leadership skills to my colleagues. I will take forward the whole experience and the number of positives shown. Another positive was the quick response by the police in order to provide the victim with support and apprehend the offender which would give the community reassurance following a major incident.

In this essay I have reflected on an armed robbery I attended whereby the offender was charged and pleaded guilty to the offence. I had explained how I gathered information and intelligence as the initial enquiry progressed which was used to task and direct officers to conduct further investigations such as CCTV enquires, witness statements, gathering evidence and locating the offender. I have evidenced my understanding of the code of ethics and how my actions ensured I complied with them. I have used Gibbs model to reflect on how I was feeling, what went well, what I have learnt and what I will do differently next time.

Word Count 1865

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose an incident involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

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

ANSWER:

In this essay I will reflect on an incident of distributing indecent images of children contrary to section 1 Protection Children Act 1978, (Legislation.gov, 2021) whereby a 15year old boy sent an indecent photo of himself to another child. I will explain the immediate safeguarding actions I took to reduce the risk of harm to both children. I will detail how and why this type of crime is becoming more common and who would be more vulnerable to this type of incident. I will reflect on my performance using Gibbs reflective cycle, (Gibbs, 1988).

A call was received from the mother of a 13year old female to say she her daughter had been sent an indecent image from who she believed was a pupil at the same school but was two years older than her daughter. The boy had sent the photo via Instagram, but it was not from his normal account, however she still believed it was him as when she saw him in school, he made a comment about a picture. They were not friends in high school but had been to the same primary school so knew each other, but not very well. The incident left the girl extremely upset and she did not want to go back to school in case she saw him again. The mother had deleted the photo from her daughters phone but stored it on hers to show the police, After she had shown me the image I advised her to delete it immediately as due to the nature of the photo this meant she was in possession of an indecent image of a child which is an offence. Although the victim in this incident was the young girl, I felt like there was limited safeguarding advice I could give her as she had done the right thing. She didn't add the person as a friend on Instagram and she instantly reported the unwanted image to her mum, however I did want to reassure her she had done everything right and I spoke to her to make sure she was ok due to her concerns of seeing the boy in school. Her mum had said that she had a close relationship with her daughter and had already child protected all her electronic devices which was great to hear.

This was the first time I had dealt with an offence of his nature therefore I contacted a Detective Sergeant (DS) to run through what they thought was the best action to take. Although the offender had distributed an image of a child, I believed the photo to be of him, which to me, blurred the lines on whether an offence had been committed. The DS advised that although this is an offence, they did not want to

criminalise children for this type of thing and therefore recommended that once I confirmed the photo was of him and sent by him the best course of action was to provide both safeguarding advice to himself and his parents.

On attending the offenders address, I sat down with him and his parents, however the boy denied it was him and said he had his own Instagram account. I explained the charter application process whereby I would submit an application to identify the owner of username and location it was created; however, the boy was adamant it wasn't him. Something in my gut told me he was lying so I still went through the dangers of this type of behaviour which included the criminal aspect and how it was a very serious offence but also that he was opening himself up to the risk of abuse, exploitation and blackmail. I explained that once an image had been shared then he could not recover it, and this could then be seen by anyone not just in his school but across the internet.

I also contacted the school and school liaison officer to make them aware of the incident and request their support in not only this incident but by educating children in the risks of sexting. My last initial action was to submit a public protection notice (PPN) to social services for both children in line with my duties and responsibilities. In order to identify the username owner, I completed the charter application which came back to an email address in the boy's name and the IP address, (whatismyaddress, 2021) showed up at his house. I went back to address and the boy apologised for lying stating he was scared and embarrassed, he was extremely remorseful for his actions and didn't really understand the dangers before stating everyone does it. Looking back on the situation I can see why the boy denied it as it must have been hard to face a female officer and his parents and admit what he had done, even though I tried to be understanding of the situation. His parents banned him from using his phone and the computer without them in the room this was as punishment but also to keep an eye on him.

I believe I dealt with the incident in a fair manner, by liaising with the DS meant I had help with the best course of action from someone with more experience than me. The biggest task here was to safeguard the children so the offender understood the dangers and the victim felt safe going to school and I feel I achieved this with the actions I took. Looking back, I could have requested a male colleague speak to the offender as he may have felt more comfortable however the results would not have changed either way. The whole incident was a good experience for me as although I felt out of my comfort zone and awkward talking about a sexual image with children, I felt I was able to educate the offender in the risks of his actions.

This type of incident has become more prevalent as technology has evolved and the use of the internet and social media is second nature to those of all ages. It is also reported that text message is the preferred communication amongst millennials, (Forbes, 2015) as this method of communicating is believed to be more private, more convenient and less time consuming, (Paldeski, 2021). It is therefore only natural that sexting or sending nude photos has also become popular. Studies have shown that 14% of teens have sent sexts, over 25% have received sexts and 12% have forwarded them on without consent, (Good Therapy, 2018). Although sexting may be seen as fun or exciting amongst consensual adult partners teenagers are far more vulnerable to the risks involved and before they know it an indecent photo of them

may be shared hundreds of times online or in private groups, (Very well family, 2021).

Children by nature are far more vulnerable in a lot of situations than adults often due to the pressures of conforming and a lack of life experience resulting in misplaced trust and when it comes to sexting it is no different with teenagers are more likely to believe that these photos will be kept private, (Well Family (2021). Studies have found that teenagers engage in sexting to get attention and find a partner, with positive social pressure from partners meaning they were more likely to sext and no pressure from a romantic partner means they are less likely to do it. In short "Teens are highly influenced by what their peers think and believe", (Psychology today, 2013). Teenagers also do not understand the risks involved and can often have misplaced trust in so called friends or partners. Making friends online is the new normal especially when gaming online however often predators and abuser will pretend to be the age of the teenager and engage in sexting in order to get photos of the child and in turn blackmail or bully them in to sending more photos and/or money which can have a dramatic impact on the child. It was reported that in 2017 over 1200 ChildLine counselling sessions mentioned sexting, (It's not okay, 2018).

In this essay I have reflected on an incident involving a child sending an indecent imager of themselves to another child and the initial response I provided to ensure the image was deleted, I sort guidance on managing the incident and safeguarding advice which I gave. I have detailed that teenagers are more vulnerable to this type of incident due to peer pressure and positive reinforcement from a partner at the time. I have also detailed the risks of sending this type of image including the criminal aspects and the potential impact of bullying, exploitation and blackmail. I have reflected on the incident using Gibbs reflective model.

Word Count 1452

Task 6

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

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

Signed: Naomi Wilson (Learner – electronic signature accepted.)

Date: 25th November 2021

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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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