

Task 1

For this essay, I am going to focus on coping strategies that I found beneficial for my wellbeing during the initial 6 months. Throughout my learning, positive coping strategies were helpful for me in relieving stress. Positive coping strategies enable individuals to manage and decrease the levels of stress (Schraw et al. 2007). These strategies allow for individuals to tackle challenges and enable a clearer outcome.

One coping strategy I found effective when dealing with stress was physical activity. Studies have shown that physical activity to manage stress can be very effective by enhancing your energy levels (Hyde et al. 2013). I found physical activity an opportunity to take time out of studying and focus my mind on different things. The use of physical activity allows for clarity in decision making, and overall focus (Bailey et al. 2009). Therefore, providing a clearer outcome on achieving goals, when revising each topic that could be in the exam. While revising for my first exam I found concentrating for long periods of time difficult due to my dyslexia. Dyslexia is a common learning difficulty that causes problems with reading, writing, and spelling (British Dyslexia Association, 2022). A person with dyslexia has trouble effectively planning and organising. This was essential when trying to obtain the required information needed for the exams. To overcome this, the university advised taking regular breaks. Thus, allowing for the information to be obtained and digested. Additionally, I found from going to the gym and giving my mind the rest, I benefitted in remembering and feeling more confident.

Another coping strategy I found beneficial in dealing with stress and therefore aiding my wellbeing was socialising. Research has shown that social interaction can be beneficial in many ways including improving memory formation and recall (Muscatell and Inagaki, 2021). I found social interactions were a way I

could use what I had been learning, to teach those with no previous understanding of the topic. Weber (2003), highlights when individuals teach others information they have learnt, they pick out key points and organise information in a coherent structure. This aided the recall of information for myself, as I found it difficult remembering large amounts of data. I also would be quizzed about topics and create acronyms to learn diagrams quicker. Family members would quiz me on regular occasions leading up to the exam. This enhanced my learning and allowed me to recognise areas which needed to be improved.

Additionally, I found using student study groups beneficial to further aid my learning. Meeting with other students studying the same topics allowed for confusing aspects to be made clearer by other students who understood (Light, 2001). The study groups also allowed for different techniques on learning topics to be more evident. Learning new techniques aided in memorising information in different ways essential. This gave me the opportunity to ask questions instead of wasting time researching and becoming more confused. However, it was essential for us to keep concentrated on the topic planned as it was easy to get distracted. This I found difficult when learning on my own as I found myself getting easily distracted and not using my time effectively. The study groups enabled us to stay focused when discussing topics; it also enabled me to see things from a different perspective. Additionally these sessions provided structure when revising as we would meet at specific times, this allowed me to form a timetable which included the days I would be studying and which topics. This meant that I could make sure I was spending a similar amount of time studying each of the different topics.

Another coping strategy I found beneficial was learning a new hobby. This allowed my brain to have the opportunity to focus on another skill that helped

decrease anxiety and stress. Learning a new hobby allowed for me to have a well needed break from studies and take my mind off the stresses associated with exam revision (Smith et al. 2019). The new hobby I learnt was golf, by visiting the golf range and

working with different golf clubs I learnt many new skills. I learnt that to get the right angle of shot and getting the direction you intended you needed to have the correct form of standing and body position. This allowed my focus to be switched to something completely different. This aided a time out period to enjoy with friends to aid as a coping mechanism (McCabe, 2021). While at the golf range I benefitted from brain stimulation, regularly adapting to improving my hand eye coordination. I also found a healthy competitive nature came with the hobby, with research I found playing golf gives you plenty of time to elevate your heart rate and release endorphins (Semier, 2021). Other advantages to golf were the exercise and being outdoors which in itself is relaxing and good for body and mind. A new hobby allowed me to feel more relaxed therefore aiding my ability to go back to studying and feeling less stressed.

During my learning I found listening to music to be a way of reducing stress levels. Listening to music allowed me to take time to distract myself from constant studying and stress. Studies have shown, listening to music helps to reduce stress by releasing endorphins and improves wellbeing (de Witte et al. 2020). Additionally, I found listening to music aided a better quality of sleep therefore providing me with increased concentration levels when studying. I also found listening to music uplifted my mood allowing me to feel more positive about learning and allowed me to understand aspects differently (Silverman, 2021).

In conclusion the use of coping strategies was essential in relieving stress and therefore aided my wellbeing. The use of physical activity, socialising, learning a

new hobby and listening to music were all beneficial in helping me through the first six months of training. Developing these strategies provided me with stress management techniques to ensure my stress levels were low therefore improving my learning.

Task 2

During this task, I will outline a specific incident in which I played a significant role with an offender and reflect on what happened. I will be outlining my communication skills and specifically dealing with conflict management in an incident in which I was the officer in charge.

Driscoll's (1994) model of reflection relates to three questions used to reflect on a situation or scenario that has occurred, this model is 'what, so what and now what. These three questions will be used throughout this task to aid in the reflection process I have used this model during this task as it allows for the event to be evaluated and reflected upon. The incident will be taken from my time on response since leaving my initial training.

The first part of Driscoll's reflective model is the What stage, this stage focuses on highlighting key events and explains what has happened.

What?

Whilst on duty as a police constable, my colleague and I were driving in a marked police vehicle when we received a call from the police service centre. The call came through my radio stating a staff member from the local garage had witnessed a female driving a vehicle and she seemed to be driving whilst under the influence of something. My colleague and I made our way to the call which was a grade one response requiring an emergency response. Other police units within the area also attached themselves to the call, and there were not many details at the time of intercepting the call from the staff member at the

garage. The individual who initially reported the incident remained on the phone, allowing myself and my colleague to be updated on the situation. The reporting person stated, the vehicle entered the petrol station at the wrong entrance of the one-way system and in doing so nearly collided with other vehicles that were parked at the garage. Once parked, the female left the vehicle leaving a female passenger in the car on her own. The driver left the vehicle to get to the cash machine that was on the outside wall of the garage; in doing so she seemed unsteady on her feet and didn't seem sober whether through drink or drugs. The female who returned to the vehicle, seemed to struggle getting the vehicle into reverse gear, nearly driving into the car directly parked in front of her as well as multiple vehicles around the garage.

Whilst on route to the incident I was also reading some of these updates through my police-issued mobile, whilst giving directions to my colleague to the position of the garage involved in the incident. The reporting person from the garage stated that the vehicle had left the garage and had entered a lane which was adjacent to the garage which lead to the back entrances of houses. The car went out of sight for the reporting person, but he also stated the vehicle had sustained damaged before visiting the garage.

Colleagues of mine working out of a different station arrived first at the lane where the car had parked, they spoke with the female driver and requested for her to stop the engine and to take the keys out of the ignition. My colleagues and I arrived in the lane where the car was parked and liaised with officers who were already there. They claimed both females seemed to have a dazed expression with difficulty concentrating when speaking to the officers. After receiving an update from my colleagues, I asked both females to exit the vehicle for officers to search as there was reason to believe they may have controlled drugs in their possession. Two of my female colleagues searched both females.

As the female driver was still struggling to be able to stand unaided and still seemed intoxicated, I decided to breathalyse her; the driver had just smoked a cigarette therefore when I did breathalyse her, the result of the breathalyser came back as zero after a second attempt. I decided to arrest the female driver for further tests to be taken by a sample of blood at the police station.

Once arrested I placed the female driver into handcuffs as due to the nature of the arrest of possibly being under the influence of drink or drugs, I believed she could become unpredictable on our way to transporting her to custody. After multiple attempts of trying to persuade her to get into the vehicle, she became verbally aggressive. The female driver become threatening to me and other police officers by using physical aggression towards us. She started kicking officers who were trying to restrain her. We were able to get the female driver into the police marked vehicle and she was taken to the police station where she underwent medical examinations. This allowed for further testing to be carried out to identify if any substances had been taken.

Once in the cell, the female became very verbally aggressive and emotionally unpredictable. Other colleagues and I were worried regarding her mental health as she began to hit her head against the wall. Therefore, she was restrained from the rear in handcuffs and kept on custody watch.

So What?

This is the next phase in the cycle; it highlights the impact of individual's reactions, and feelings of the incident and the positives emerging from the situation. This stage allows for an analysis of the scenario.

The college of policing, (2020) highlight management skills associated with managing conflict, these include situational awareness, emotional awareness, active listening and verbal and non-verbal communication skills. These are essential to reduce the use of physical force and cause less possible injury to the detainee and therefore also help in increased public safety.

Situational awareness allows for those involved in difficult scenarios to make a dynamic risk assessment allowing them to understand how to be assertive and take control of a situation (Hunt et al. 2007). Whereby carrying out risk assessments would be beneficial in ensuring as much information is obtained to allow for effective and positive outcomes (Vecchio-Sadus and Griffiths, 2004). However, during many situations including the scenario discussed above it is difficult to risk assess prior to being involved. Within the scenario identified it was essential to pay attention to potentially dangerous movements from the female to attempt to predict the females' actions. Additionally recognising what the female was saying may be different to her actions.

Throughout the scenario it was evident communication was difficult between the female and myself. Effective communication is essential when dealing with stressful situations to ensure those involved understand the next steps. For the scenario to be managed effectively many methods of communication were essential including verbal and nonverbal communication skills. During the communication process, methods such as non-threatening body language, questioning, appropriate listening, and good eye contact would need to be demonstrated. Allowing the opportunity for those involved to use these skills effectively, enables those involved to get their point across and provide a positive outcome. Being an active listener when dealing with conflict allows for the person to build a rapport with the individual therefore reducing tension (Waters and Ussery, 2007). Excellent communication is therefore essential in managing conflict and this in turn should reduce physical force.

During the initial training in the first six months, we were informed of many techniques that would be beneficial when dealing with conflict. The training provided techniques of dealing with highly stressful conflict situations; I used the 5-step appeal. The first stage of the appeal is 'The simple approach' refers to asking an individual directly to carry out a task. The second stage 'The reasoned

appeal', this refers to being more direct in asking the individual to carry out the task initially asked. The third stage 'The personal appeal' this phase refers to using personal triggers that could aid in the individual being more compliant. The fourth stage states are there anything I could reasonably do that will aid in the individual complying with the request. If at this point the individual does not comply with those involved action would therefore be taken. This appeal allows the officers involved to provide the individual with every opportunity to comply with the tasks or requests set out (Savage, 2013).

An approach which I utilised within conflict management in policing is the acronym LEAPS, Listen, Empathise, Ask, Paraphrase and Summarise. This focuses on listening to the situation from the person's point of view and what they have dealt with. Empathising when the person is speaking and making sure they know they are being understood. Asking relevant questions about the conflict situation they are explaining and then paraphrase what they have said (Lubin and Ge, 2011). To verbally and accurately summarise what they have said to you and for them to confirm back to you that this information is correct, this will aid them in reflecting on what has happened, so that they don't have tunnel vision of the situation and in a calm manner reflect on what could have gone better or how things could have been resolved without a police officer having to tell them. This aids in communication in all situations not just those involved in conflict.

Now what?

This is the final stage in the cycle which is reflective and helps teams to evaluate a shared experience or recent event and includes the actions and responses from those involved following the scenario. This allows those involved to revisit what has taken place and learn from the experience by identifying ways to improve, act or verbalise.

Following this incident, it made me realise that people won't always be compliant and can change their actions and become verbally and physically aggressive in a short space of time and without warning. In dealing with the female, whilst at the scene, there seemed to be a lot of contributing factors that made the situation volatile and unpredictable. Looking back I felt overwhelmed with the situation; however the experience has allowed me to feel more confident if a similar situation was to arise again in the future. On reflection of the situation it is now very clear to me, that the female had possibly been driving whilst under the influence of alcohol, drugs or both, this I concluded from her actions, mannerisms and her speech.

Researching and reflecting on the scenario discussed, has provided me the opportunity to explore the importance of communication skills. The use of verbal and nonverbal skills is essential when communicating to enable the effectiveness of the conversation. These skills ensure the information is effectively transmitted from one person to the other and the message received is exactly the same as the one transmitted. Within a conversation the appropriate non-verbal skills are equally important as the verbal skills. For future experiences I will follow techniques to ensure heightened scenarios are effectively managed to allow for positive outcomes. Therefore, ensuring the safety of colleagues, the public and myself.

Conclusion

In conclusion from the research, it has highlighted the importance of effective communication the process of exchanging thoughts, opinions, knowledge, and information so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel satisfied. This task highlights the importance of reflection in enabling individuals to evaluate their practice and improve their skills for future experiences. By doing this it provides a learning opportunity to view and explore the scenario in

a different ways. Self reflection is the ability to witness and evaluate our own behavioural processes and provides individuals the opportunity to focus on key areas for improvement and be able to research into the best ways to overcome them. It also brings perspective and helps us learn, appreciate, and understand. It has also enabled me to reflect on ways on how to manage conflict effectively,

Task 3

Throughout this task I will be discussing the relevant areas of the National Policing curriculum, including criminal justice, valuing difference and inclusion. For this I will be using a policing incident in which I played a significant role with an offender and then I will be reflecting on the incident and what happened after during the gathering of evidence and the interview. While discussing the relevant areas, I will be reflecting on a specific incident where I was the leading officer on the case. I will be using Driscoll's reflective model this is the what, so what and now what model. This model has previously been discussed and outlined in task one.

What?

Myself and my colleague assisted in an ongoing investigation, at the time of the incident being reported, the defendant was reported to have been in a relationship with his most recent partner. She reports to have been in a coercive and controlling relationship. She outlined that she was unable to meet with and see certain friends and her location was being tracked by the partner. Within the relationship she was assaulted and had been threatened by a firearm. The first officers attending the call and investigating the allegation conducted golden hour enquiries. This is whereby the initial followings of the crime are stated

including messages from the mobile phones and the whereabouts of the firearms in question. We were unable to find any evidence of a firearm; however the defendant was arrested due to the threatening messages found on the partner's mobile phone.

I became the officer in charge of the case, when my colleague attended a separate location which had been used by the defendant. We believed the firearm could be found at this location. We were assisted at the second location by the Territorial Support Team as they are search trained at a higher level. However, we were unable to find the firearms at this second location. On not finding the firearm, we went to police custody to begin the interviews with the defendant. My significant role with the incident was conducting the interview which included the presence of a solicitor. The defendant was unwilling to answer any questions or tell us his side of the events which included what had happened with his partner. I concluded the interview with the defendant and then began writing up my notes from said interview, this would enable me to put together and produce a case file.

Within the case file I would use the arresting officers' statement and the victim's statement and summarise the case at the top of the paperwork. This enabled me to have space and time in which to add anything outstanding. The defendant was given bail with conditions not to approach the victim at anytime whether it was at her home or her place of work.

So What?

The Police and criminal evidence act 1984 (PACE) covers a code of practice to regulate policing powers and protect public rights This gives transparency between the police officers and the public. To prevent anything from being scrutinised against law, the codes of practice must always be adhered to. The

PACE codes of practice cover; - stop and search arrest, detention, investigation, identification and interviewing of detainees (Bell, 2012).

Ethics is an essential aspect of policing it allows for members of the policing profession to be supported and for them to provide their work to the highest of professional standards (College of Policing, 2014). Ethical behaviour including upholding values, attitudes beliefs and knowledge allow for those in the policing profession to guide their judgements when dealing with the public (Banks, 2020). Within this profession it is crucial for those involved to make complex and difficult decisions. The College of Policing have set out clear expectations for all in the policing profession and the consequences if these are not met. This is outlined in the Code of Ethics. The Code of Ethics outlines nine policing principles these are accountability, integrity, fairness, honesty, objectively, leadership, openness, selflessness, and respect. (Kleinig, 2005) These principles allow for the standards of policing behaviour to be of a highest standard and underpin the procedures and regulations set out. During any incident these principles should aid in the decisions and actions of those involved. They enable the right decisions to be made including the enhancing of knowledge and evidenced based practice (Mitchell and Huey, 2018). Additionally, the code of ethics ensures the promotion of organisations culture of integrity, and ensuring those within the policing profession are aware of the ethical responsibilities of their position. By having professional standards whereby all those involved follow the same standards, and allow for the use of peer pressure to raise ethical guidelines, and improve integrity across the police force (Luppacini and So, 2016).

In relation to the scenario discussed ensuring principles and ethics are considered throughout the interview. To ensure these are obtained a framework has been set out to aid in the investigation process when interviewing. This

framework is the PEACE framework, this also aids with those involved with any legal issues and working with the legal advisers involved. The PEACE framework additionally covers all the steps for a successful and thorough interview, firstly from planning and preparing to then creating and recording the interview visually which covers code E of the Police and criminal evidence act and by audio which is code F of the act (Howes, 2019). The next part of the acronym is to engage and explain, using the memo card which thoroughly explains everyone's role whether from the officer and the defendant or the second officer and an appropriate adult or solicitor and also includes the reason for the interview. Once all the reasons and objectives for the interview have been outlined then using the PEACE framework, I'd open by talking and developing an account from the defendant. I would review each of the topics covered in the defendants' account and gain a better clarification of events and challenge any errors. I would also outline anything that does not correlate with the series of events. The final step of the Peace framework is to then evaluate the information from the interview, and any lines of enquiries and to also evaluate the interview and the way the interview was conducted with ways to improve.

The Human Rights Act 1998 sets out the fundamental rights for all individuals and the freedom everyone has in the United Kingdom (UK). This act allows for individuals if they believe their rights have not been actioned, they have the right to act with the British courts. Therefore, the human rights act 1998 requires all public bodies to ensure any actions taken are to protect an individual's human rights (GOV.UK, 2021).

Within policing it is paramount that professionals are fair and consistent with human rights. Police departments need to ensure they make every effort for positive community relationships. Individuals have the right to be treated fairly and equally before the law. It is essential that those with authoritative roles

ensure they abide by the policies and procedures outlines (Dossett, 2017). Police officers have a duty to ensure they not only respect the human rights of the individuals they deal with but also to ensure they protect the rights of all citizens. In regards to the scenario, when carrying out interviews it is paramount that I ensure I am sensitive to the defendant's rights and needs and to ensure no harm comes to the individual. Also, it is important that during and throughout the interview the defendant does not feel they are under any form of duress. Throughout the interview I will ensure I practice professionalism and integrity.

The Equality Act 2010 ensures the protection of individuals from discrimination in the workplace and in the wider society. It ensures that those professionals working within the public bodies eliminate discrimination, increase the equality of opportunity and allow the opportunity to develop good relations between individuals within the community (Burgess, 2008). The Equality Act made it unlawful to discriminate against someone who has a disability. The Equality Act provides protection against discrimination that happens at work, in the provision of services, public functions and premises, and in education.

In relation to the scenario ensuring the approach to the interview is fair allows for the interviewer to not approach the interview with any previous prejudice. During the interview I needed to ensure I did not use personal opinions or beliefs to assess the accuracy of the account that was being given to me by the defendant.

Now What?

Throughout the interview it was visible that the defendant was very frustrated and wanted to answer questions and defend himself. In the interview I felt like I asked as many questions as possible that were relevant to the incidents that had

happened and the suspected offences that had taken place. The pre-prepared statement gave multiple lines of enquires which allowed us to be able to put a full file together for the crown prosecution.

This was my second interview as a police constable, and I felt a lot more confident in my ability. There was a lot more evidence to use in the interview in regards to the charges. This allowed for the interview questions that were asked to flow and be more appropriate. There was the solicitor's brief which was something that I had not experienced and hadn't done before.

For future interviews I would ensure that I was much more organised in collecting evidence and for the interview. I felt with the prepared statement I kept to my specific questions and emphasised to the defendant the importance of answering them as this was his chance to give his side of the events which had happened.

Conclusions

In conclusion, the role I played in this investigation was mainly to gather evidence post-arrest. Using my powers as a police officer to search the second property, I was using this time to understand the offences and what possible exhibits might be outstanding, which in turn could aid the interview process and aid in the crown prosecution. Then I proceeded to put in chronological order and collate everything applicable for the interview.

On reflection my action plan when dealing with interviews without prior investigative involvement would be to take a more thorough approach. In future I would look extensively at the occurrence and check body worn video footage from the officers at the time of the arrest of the defendant which would show in

real time the information. The video footage would be effective in determining whether an offence has occurred, it would help to observe any relevant events and any surrounding incidents. The footage would also corroborate the victim's statements and confirm identity of relevant persons to the incident. This would give me value from the experience and enable a greater awareness and enhance my personal experience and my effectiveness.

Task 4

For this task, I will be reflecting on an incident that I have attended, Where I have played a significant role with an offender and the victim focusing on what happened throughout the incident.

Throughout this incident, I will be reflecting using the Driscoll's reflective cycle. The cycle includes three stages the What, So what and the Now what. This has previously been outlined in the first task.

What?

On a night shift, I was on duty myself and my colleague received a call. The call received detailed that we needed to attend an emergency call. The call was based within our deployment area. The call for assistance came from a female, who claims her ex-partner had arrived in her street in his car with his mother to collect their daughter. The female was arguing with her stepdad. Upon his arrival the ex-partner shouted from his car towards the step dad. The shouting detailed some open threats towards the stepdad. Due to the open threats from the ex-partner toward the stepdad, they were fearful of what could happen if the ex-partner knew the door was open and what could happen if not stopped. Myself and my colleague arrived at the address of the incident where I was immediately met with the ex-partner. I spoke with him and got his details to add

to the log of the incident to help inform and identify who was a part of the occurrence. While I spoke with ex-partner to disclose what happened moments before our arrival, my colleague approached the property where the reporting female and her stepdad were.

When speaking with the ex-partner another police-marked vehicle pulled up at the location for colleagues to assist. I asked him to tell me what had happened, he reported he had a phone call from his daughter and overheard the stepdad being verbally aggressive towards her. Following this he drove to the address with his mother in the car and confronted the stepdad.

My colleague, approached to speak with me about what the reported person had to say about the incident, stating that the stepdad had recorded the whole incident from the window of the property, facing the vehicle on his phone as soon as the ex-partner turned up at the address. I cautioned the ex-partner to which he made no significant reply. I informed him the necessity for the arrest was for a prompt and effective investigation and to prevent any physical injury. I then placed the ex-partner in handcuffs, double-locked, checked them for tightness and ensured the double lock had engaged properly. I then handed the ex-partner over to my colleagues who conveyed him to custody where his detention was further authorised by the custody sergeant.

Regarding this case, I conducted an interview with the ex-partner who made a full admission to the offence. During the interview, the ex-partner admits the comments made are offensive and accepts his behaviour is not acceptable and is sorry for his actions.

So What?

When using Driscoll's reflective model looking back on the incident the national Decision-Making Model was utilised, Considering the information I had going to

the incident via my police-issued mobile and radio device. I also considered all intelligence regarding all people at the occurrence and the home address via niche, to gather as much of both information and intelligence to aid when arriving at the incident including any critical markers for the involved parties which could be an immediate danger to myself or colleagues.

I considered multiple public order offences when speaking with my tutor at the incident. From the location, the incident occurred two colleagues who were also present at the scene conveyed the ex-partner to the police brigewell where his custody was authorised by the custody sergeant. I went to speak with the victim and get a statement detailing everything that happened empathising with what they've been through and outlining what offence occurred in the statement and how the victim felt. My colleague spoke with neighbours to get any details of anything they may have seen and if they had any CCTV which would have been present and captured the incident.

Throughout this scenario outlines the National Decision Model (NDM) was beneficial as it allows for guidance on making suitable decision. This model is helpful in incidents that are planned or unplanned and numerous numbers of individual (Muller, 2011). The use of the NDM allows for structure to the decision-making process providing rationale of what actions were taken when and why. This is essential in the policing profession as many incidents are fast paced and can be difficult to process and segregate the actions that have happened. Additionally, the essential part of the model is to ensure when making decisions, that the response of those involved are acting with integrity and the protection of the public is paramount (Mills, 2003). The NDM has six key elements gather information and intelligence, assess the threat, risk, and develop a working strategy, Code of Ethics, powers, and policy, act and review what happened, identify options and contingencies. The use of all six elements

provides the individual with multiple areas to focus on and allow for consideration (Knutsson and Tompson, 2020). This model also ensures that the Code of Ethics is at the centre of all decisions made within policing. Therefore, ensuring principles and standards set out in the Code are central to all behaviours and actions taken by the police profession. Individual behaviours are based on a standard set of attitude and principles guiding individuals' judgement and therefore aiding in their decision making (Mills, 2003). Following the use of the Code of Ethics in decision making allows for individuals to follow and adhere to these ethics when making decisions.

Now What?

Those involved in decision making are accountable for the decisions they make. It is essential they provide a rationale of events and actions leading to the decisions that have been made (Van den Heuvel et al, 2010). Therefore, the ability to ensure all documentation is up to date and recorded appropriately, however in some instances it is not always straightforward to provide this. Within the policing profession in some instances professional judgement can guide officers on the rationale of their decisions (Walker and Archbold, 2020).

I felt I played a considerable role throughout the incident, concluded by collecting the footage from the phone. Along with the statement from him putting together my memo cards and set of questions to outline in an interview. The interview took place only a couple of hours after the incident, covering what the ex-partner had to say about the incident which took place earlier that day. I then asked questions on the topics which were covered by him, specifically the offensive nature.

To evaluate still using the Driscoll's reflective cycle, I felt the way I handled the situation by speaking with the subject upon arrival while my colleague spoke

with the victim, de-escalated both parties and kept them present at the scene and separate from something happening further until I spoke with my colleague. I decided an arrest was justified and proportionate to the situation from seeing the footage of the incident. In terms of things being bad about the experience, my control of having the subject listen when telling him he was under arrest, explaining the circumstances, caution, and necessity I was being interrupted consistently by the subject and his mother, before starting to tell him about the circumstances in future I will re-iterate for them to listen for a few moments. I made sense of the situation immediately by what my police force-issued device had updated me about the situation, once at the scene it was immediately what happened as both parties wanted to speak immediately of what happened, from what was shown on the phone by video, evidenced exactly what happened.

Conclusion

In conclusion, I conducted all areas of investigation and spoke with the victim, who provided evidence of the incident, the victim's partner was not willing to give a statement at this time, while I was getting a statement from the victim my colleague enquired if any of the neighbours had seen anything and would be willing to give a statement with no-one able to help. Throughout the investigation process from when the ex-partner was in custody, to being on bail with conditions the victim was kept up to date by their preferred means

I was the one who conducted the initial disclosure from the subject and made the arrest which under the circumstances were proportionate to the situation of the incident. To carry this out consideration of the information on arrival and the intelligence which was provided while at the scene. I took into consideration all elements of the National Decision Model to give the most suitable outcome, I

believe officers' discretion would not have been a suitable action, due to once officers left the scene a potential similar situation would have occurred.

My action plan if a similar incident was to arise again, would to conduct checks before arrival at the incident, on the people at the incident, conduct checks on the address to which the incident is linked. Additionally investigate if there are any warning markers for the above people or address or even the vehicle before my arrival and other officers to be aware of.

In reflection, this was my first interview as a police constable, anxious about interviewing as this is something which is heavily criticised when in initial training. I took my time to prepare and conduct my memo card, working thoroughly on this before entering the interview. My documents when entering the interview were neat and to the point, making sure that I'd marked down all the key points and what to say directly from the memo card which is conducted in line with PACE (The Police and Criminal Evidence Act 1984). This framework is regularly used before asking the interviewee about the incident from their perspective. It allows for questions to be expanded on from what they have said and move on to my questions which are made before the interview. The questions outline reasons and intentions of what the interviewee did and cover the points to prove of the offence that is committed. In future I would likely want to press and proceed with as many lines of enquiry to be able to use later in an interview whether being other CCTV. This allows for further evidence and can provide a direct view of the incident or other witnesses to the incident which would be willing to give a statement. Additionally, if the incident was to occur again in the future, I would ensure I follow the NDM and make risk assessments to ensure appropriate decision making was carried out.

In addition, it is key for professional development to continue following incidents and actions taken. This allows for individuals to assess and distribute

information and procedures and allowing for the improvement of actions for future practice.

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Task 5 – Development plan

Area of Development	How it will be achieved	Who can provide support	Timeline
One area which I would like to develop my skills is within software which as a police officer I use on a regular occasion. The Niche software is where officers check incidents, update what has been done since an incident and where a case file can be worked on ahead of being put forward to the court.	This can be achieved by repetition using the software while working as a police officer. This can also be achieved by speaking with my colleagues who are open to giving advice and helping my progression as a police officer. Some colleagues on my team have completed an attachment in a department which specialise on case file work, they are already showing me less time demanding ways of completing tasks.	Support can be provided from the colleagues which I am surrounded by who are easily approachable as they are still young in service they've recently gone through similar issues. My sergeant has instilled confidence in my work but been honest in his feedback of ways to improve. I will by the attachment I have arranged to work on a specialist department which focuses on case files and interviews.	The timeline for achieving development is over the next 6 months.
I would like to be more confident when	This will be achieved by conducting more interviews and	My team have been approachable when asking them	2-3 months

dealing with the interview process. I have interviewed two people whilst in my tutorship, but prior and post interview paperwork is where I'd like to improve.	speaking with colleagues how they have dealt with being more comfortable dealing with interviewing.	questions about interviewing. I will speak to them going forward and when at the station dealing with someone in custody I will speak with someone at the hub as they've been helpful in the past.	
To develop in the area of conducting a stop-search with a person or vehicle. These covers being able to comfortably deal with a positive or negative search with ease and knowing the best form of immediate action.	This will be achieved by pro-active patrols in police marked vehicle and coming across anything which may give grounds for a stop search. Listening in for anything which comes over my police radio which warrants a stop search, like a suspected driving whilst under the influence call over the radio called in by a member of the public which may warrant a search of a vehicle and the person driving. This pro-active policing would achieve experience searching and with a positive result I will be accustomed to both outcomes.	My team will give feedback if on my stop-searches and I will look back on my own body worn video footage and critique how I may have missed anything verbally or area which wasn't covered in the search. It is a requirement to have a recording of any stop-search.	The timeline for achieving development is over the next 3-6 months.
An area of development I would like to gain more confidence is dealing with traffic offences, giving out the correct fine or paperwork or knowing the best legislation to use while dealing with an incident.	I will achieve this by becoming more pro-active while working as an officer on the roads. Utilising my powers if anyone has committed an offence, dealing with non-insured drivers or vehicles without tax over the subscribed limit all by using the correct paperwork and situational judgement.	My tutor has been approachable when asking questions about any of the traffic offences. I will in turn speak with traffic officers who are on shift to seek advice. In my own time I will look over my notes as a student and books which I used for studying.	The timeline for achieving development is over the next 6 months.

	Multiple peers of mine are very approachable when it comes to traffic offences, I will approach them to further ask questions about queries I may have with traffic offence form and processing related files.		
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To confirm the work submitted is my own work and has not been copied from another.

Signed: GHirst

Date: 10/10/2022

