

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

In this essay, I will be discussing and comparing the various coping strategies I have applied to develop resilience and minimise stress during the initial stages of my police training. I will begin by defining stress and resilience in the context of policing before moving to examining the coping strategies I have applied.

Since becoming a Police Constable, I have encountered stresses that are inherent in starting any new job, along with the pressures associated with the academic requirements of the role. Alongside these are the stresses that are unique to the role of a Police Constable:

Law enforcement candidates come into police work with the purpose of helping others. While this is an admirable goal, time and exposure to stress, trauma and human misery soon takes a toll on officers. Seeing incidents involving death, severe assaults, traffic accidents, and abused children can dampen even the strongest will to help others.

(Violanti, J. 2020. Foreword. In: Papazoglou, K and Blumberg, D. *Power*. xix.)

These stresses lead “to burn out, mental/psychological disorder or even police suicide” and can lead to excessive use of force (Queiros, C. et al, 2020, pp.1-2). Operationally, the impact of these stresses can lead to a drop in performance and sick leave, which places greater strain on resources and can in turn lead other officers becoming stressed and taking time off. Further, the impact of these stresses can extend to the officer’s loved ones (Violanti 2018.) To avoid these negative outcomes and enjoy a long and fulfilling career, it is of utmost importance to develop resilience to help mitigate these stresses.

Resilience is defined as “positive adaptation or the ability to maintain or regain mental health, despite experiencing anxiety” (Herman, H et al, 2011, pp. 259).

Our organisation is open about the stresses of the job, and they openly advertise the resources and services available to proactively improve our resilience and manage these stresses. I believe this open approach removes the stigma traditionally attached to speaking about one’s mental wellbeing. This focus on wellness and resilience is evident from the recent publication of our force *Wellbeing Strategy 2022 - 2025* (South Wales Police, 2022.) There are benefits in an organisation fostering a culture of wellness, both for an individual officer and the communities they serve; however, the onus for practicing and developing these skills ultimately rests with the individual officer (Papazoglou and Blumberg, 2020, pp.4). While I have not yet had to use one of the many support services available, the destigmatisation of mental health in our workplace reassures me that I can and will reach out should I ever need to. That said resilience is more effective when built proactively “before exposure to trauma occurs” (Papazoglou & Blumberg, 2020, pp.19). In that sense, the initial 6-month training

period has served as a useful period to test, develop, and embed the coping mechanisms I will carry forward to mitigate the aforementioned stresses of operational policing.

Support network

While the previously mentioned definition of resilience is useful, it fails to “acknowledge that individuals are embedded in social system” (Southwick, S. et al. 2016.) Social systems, such as family and friendship groups allow the individual to develop their resilience. During my initial training period, family and friends provided a means to vent about any stresses and assuage any anxieties I felt. This is significant as Gupta and Singh point out:

Family plays an important role on the development of a person. Psychological wellbeing is also affected by family. Resilience is a major tenant of positive psychology and examine as foundation of psychological well-being. American Psychological Association (APA) suggest maintaining good relationships with close family members, friends and others are the one way to build resilience.

(Gupta, L. and Singh, R, 2011, pp.19)

This level of support was invaluable during times when I faced numerous stressors at the same time (e.g. juggling exam revision with practical assessments and classroom based learning.) Rather than allowing the cumulative impact to have the negative stress response referred to by the National Scientific Council on the Developing Child (2010), I found I was able to compartmentalise the stresses and tackle them one at a time. Herman H et al (2011, pp.263) support the positive stress response familial support can provide:

While positive stress is important for healthy development, resilience is more likely to be acquired or present when a child or adult can avoid, strong, frequent or prolonged stress, or when the effects are buffered by supportive relationships.

These supportive relationships extended into work where my teammates, who were exposed to the same stressors, grew and developed as a group. It was clear the team followed Tuckman's team development model of Forming, Storming, Norming and Performing (1977, pp.420) over the six-month training period. In the latter stages (i.e. norming and performing) we would regularly talk through our issues and anxieties as a group at the start of each day, offering new and creative ideas to tackle these. This, according to the Harvard Business Review is indicative of team psychological safety, a hallmark of a resilient team (Kirkman, B. et al, 2019). The support provided by my colleagues was more effective than my family/friend support network as my peers had greater insight into the pressures and stresses we were facing and their advice and support had greater practical application to the stresses I faced. This collaborative approach with my peers is something I will carry forward in my career as it had a positive effect and lack of cooperation with one's peers has a clear detrimental impact on an individual's perception of work stress (Gershon et al, 2008).

On an individual level, there were strategies I adopted which embodied the long established correlation between physical activity and mental well-being (Galper, D. et al. 2006).

Jiu Jitsu

While undergoing the application process to become a Police Constable, I enrolled as a student at a local Jiu Jitsu Academy. The driving force behind my decision was a desire to encounter physical confrontation, something I anticipated being exposed to in my new role. Prior to joining, my principal area of stress and anxiety was whether I would be able to cope with the physical aspect of the role. As a martial art, confrontation is an inherent part of Jiu Jitsu training, albeit in a controlled and supportive atmosphere. Consistent training has allowed me to gain confidence in my ability to think clearly and rationally when faced with conflict and taught me the extent and limitations of my abilities

in physically combative situations. The positive impact of Jiu Jitsu training have extended beyond the physical and I have derived a great deal of cognitive growth and personal development, both of which affect my resilience. Such benefits are a by-product of placing oneself in uncomfortable situations where “Success is found in remaining calm, controlling your breathing and thinking carefully, clearly and quickly. Such practice showed to have a significant impact outside of the gym” (Sugden, 2020, pp.26.)

Many practitioners experience improvement in these areas:

The process of learning in jiu-jitsu lends itself to such personal development; students must individually and collectively, consciously and unconsciously, learn the skills required to overcome an opponent, to deal with and reflect on defeat and then to apply these lessons in the next contest either on the mats, or at a growing number of regional, national and international BJJ competitions.

(Sugden, 2020, pp.17)

Practitioners have to remain in the moment throughout a 5-minute long sparring session, focussing on their movements and the movement of their sparring partner. As such, the cerebral requirements of Jiu Jitsu are comparable to those required when practicing mindfulness “simply put, mindfulness is present moment self-awareness” (Caddell, J. 2020). Further, the therapeutic benefits of Jiu Jitsu have been noted, as have its consistent association with developing resilience (Mickelsson, 2021, pp.1547). The social element of my training, coupled with the above-mentioned benefits, have made this my preferred coping mechanism for dealing with stress and improving my resilience. The benefits I have encountered outweigh the benefits I have derived from more traditional physical activities like running which is widely held to have a positive correlation with increased resilience (Szabo and Abraham, 2012).

Conclusion

In closing, the negative impact of work related stress could have wide reaching effect on the individual, their family and the communities they serve. I will endeavour to continue to reflect on my wellbeing and apply both coping strategies individually and collaboratively to increase my resilience and minimise stress throughout my policing career.

Word count: 1,413 words.

Task 2

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

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

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

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

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

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

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

ANSWER:

In this essay, I will be critically assessing a policing incident involving conflict; reflecting on the elements of effective communication applied, reflecting the processes considered prior to any use of force, and discussing my application of the relevant policing principals. I will be applying Kolb's "experiential learning cycle" model of reflection (Kolb, 2015, pp 36-37.)

In the interest of data protection, I will refer to the parties involved as follows:

Person A – Victim of initial assault, perpetrator of subsequent offences.

Person B – Perpetrator of the initial assault.

Reporting Person

I had cause to attend the incident following a report of two males fighting outside a supported living hostel for the homeless. While on route, I had looked up the two males involved on our database and confirmed both were service users of the hostel. As I had seen images of both males involved, I was able to identify Person A as I approached the hostel.

Person A was bleeding heavily from inside his mouth, had a large contusion to his left eye, and was experiencing jaw pain, he was unable to confirm if he had been knocked out. Person A was reluctant to speak with me initially and simply said he had sustained his injuries by falling. I

persevered and he confirmed “a friend” had assaulted him and knocked out one of his teeth. Person A refused to provide any further information about Person B or the assault. It was clear to me that Person A was heavily intoxicated.

My initial consideration was in relation to the level of injury sustained by Person A as I needed to establish which assault offence I was dealing with; I also needed to assess whether Person A required medical attention. Due to the level of injury, my primary concern was to safeguard Person A whose injuries were visibly worsening as I spoke to him. As such, I told him I intended to convey the victim to hospital for treatment.

At this stage the victim’s behaviour started to deteriorate and became volatile, one moment he would agree to be conveyed to hospital and the next he would become verbally abusive towards me, telling me I should be arresting Person B. I placated Person A by explaining my reasoning and he agreed to return to the hostel but refused any medical attention against my advice.

I accompanied Person A to the hostel where he entered his room. I spoke to the Reporting Person, who was a member of staff at the hostel. The Reporting Person confirmed to me that two males had been arguing all day, culminating in the fight she had reported. The Reporting Person confirmed Person B had made off and had not returned. Following the fight, Person A had entered the communal reception area of the premises and spat blood all over the floor. When challenged and asked to clean up the blood, Person A became verbally aggressive towards the Reporting Person and said words to the effect of *“I am going to get my family to come here and beat you up.”* The Reporting Person was alarmed and felt Person A was likely to follow through with the threat. She did not want to pursue a complaint, but advised it was their policy that he would be evicted from his room due to the threats towards staff.

Along with a member of staff, I explained to Person A that he was unable to stay at the hostel due to the threats he had made, and I escorted him from the premises. Person A began behaving aggressively, shouting, and making threats, I suspected were I to leave him, he would continue to attempt to re-enter the hostel and would cause harm to a person or property. As such, I placed Person A under arrest for Breach of the Peace. Person A became actively resistant and attempted to make off from me, as such, I had cause to use force to detain him and place him in handcuffs to effect a lawful arrest in accordance with s3 Criminal Law Act 1967. I conveyed Person A to a police vehicle where he began to make spurious claims that my colleague and I had caused the injuries to his face and mouth.

The male was detained for a short time until his behaviour improved, and I was satisfied there was no likelihood of a breach of the peace occurring. At this point, he agreed to attend hospital. On arrival at hospital, he was released with no further action.

As part of my initial attendance at this incident, I applied the LEAPS model (Thompson and Jenkins, cited in College of Policing, 2020) to try to establish as much information as possible as quickly as possible. On this occasion, the listening stage was more difficult as the victim refused to disclose what had happened. I used empathy and engaged the victim by reflecting his manner of speaking and showing concern for his injuries. This worked to some extent and the victim made a partial disclosure but withheld any information about the assailant. Asking open and closed questions had little effect in this situation. I paraphrased the limited information Person A had told me, before summarising the information and proposing my solution.

I have reflected on why Person A was so reluctant to co-operate with me on this occasion. Initially I questioned whether he did not want the police to become involved, as he knew he had also committed offences, and he did not want us to find out. I have also considered if his level of intoxication was a factor. However, a study conducted by Mindthoff (2018) would suggest that mild

to moderate intoxication has little effect on whether a person will withhold disclosing a transgression against themselves. While this study makes it clear that further research into the effect is required, I am inclined to rule out intoxication as a factor behind his lack of co-operation but a significant factor influencing his behaviour. Finally, I considered Person A's homeless status as a factor. There is limited research available into the relationship between homeless people and police in the UK; as such, I have relied on a study conducted by Noe in the USA (2017.) Respondents to Noe's study felt police treated them less empathetically than "housed" victims (2017, p.83) and in turn, this influenced their perception of the police. Of respondents with a negative perception of the police, only 33% would report a crime against themselves to the police (2017, p.75). It is possible Person A's perception of the police influenced his decision not to cooperate with me.

As noted above my proposed course of action was to take Person A to hospital for medical attention. Person A would move between agreeing with me and becoming uncooperative. While researching for this essay I have found guidance for police negotiators dealing with an intoxicated subject (Slatkin, 2000.) The guidance reiterates that when dealing with a person whose cognition is impaired by alcohol, the officer needs to take a more active role in the conversation, deviating from the 80/20 rule where the officer spends 80% of the time listening and only does 20% of the talking (Sanchez, 2019.) Slatkin's guidance states the officer needs to be very patient when dealing with an intoxicated subject however frustrating this may be. On reflection, the severity and the visible worsening of Person A's injuries caused me to act with a sense of urgency and it is possible I did not allow him sufficient time to come around to my proposed course of action. This is something I will keep in mind going forward, however given the operational pressures of response policing, the amount of time I am prepared to spend needs to be proportionate to the severity of the incident.

Communicating with Person A in this incident was challenging. I had previously encountered victims who questioned why I was prioritising safeguarding them over making an arrest, but I had usually been able to explain my rationale to the victim and help them understand my course of action. In this situation, Person A was irrational, and my usual methods of verbal and non-verbal communication failed to get through to him. On reflection, I spent a great deal of time following Person A around trying to speak to him. By following him around, my non-verbal communication suggested he was in control of the situation this would not have been the case had I prevented him from walking away from the outset. I spoke to Person A in an informal manner to build a rapport with him, unfortunately, this was unsuccessful. I often use this approach as guidance from the College of Policing states that building a rapport with the person facilitates disclosure (College of Policing, 2021, p.2.) While the College of Policing guidance works in a vast majority of scenarios, it relies on a co-operative subject. In my situation, had I taken a firmer tone with him from the outset, I may have gained his co-operation. Following this incident, I have been more mindful of where I position myself when dealing with people I interact with, to ensure they remain where I want them without being overbearing. I have also been more conscious of changing my verbal approach sooner if my initial approach is not getting the desired result. This is proving effective, and I have been able to control other situations more effectively.

As noted above, after escorting Person A from the premises, he refused to leave the area and actively attempted to re-enter the hostel. At this stage, I used the 5-step appeal (Johns, 2020) to attempt to convince Person A to leave the area.

I began with a simple appeal, asking Person A to leave. This was unsuccessful and I had cause to move on to a reasoned appeal where I said *"You are not allowed back in the hostel because of the threats you have made towards staff, you need to leave the area."* In this situation, it was difficult to make a personal appeal as I knew very little about the male or his personal situation. I was aware he had family as he had threatened the member of staff with them. In light of this information I

adapted the personal appeal to focus on his injuries and his need for medical attention saying “*I’ve told you numerous times that I want to take you to hospital as your injuries are getting worse, you are not allowed back inside, will you let me take you to hospital?*” Again, this was unsuccessful, and Person A continued to try to get around me to regain entry to the premises. Due to the lack of success with the initial 4-stages, I said to Person A “*Is there anything I can reasonably say or do to make you cooperate with me and leave the area?*” Person A continued to cause a breach of the peace and as such, he was arrested.

The five-step appeal is a useful tool and it worked in this instance as I gave Person A every opportunity to co-operate before taking more punitive steps. It is worth noting in this instance, Person A was acting irrationally and the first 3-stages had very limited effect. As with Slatkin’s negotiation guidance, I may have had more success had I repeated these stages, however Person A’s behaviour and attitude was belligerent throughout. As my amicable approach was not working, I had cause to change my attitude and my behaviour. This follows the principles set out in Betari’s Box. In this situation, it was the attitude and behaviour of Person A which caused a change in my attitude and behaviour. I found that despite persevering with a calm and personable approach for upwards of 30-minutes, Person A did not break out of his cycle of emotional behaviour. As with the five-step appeal, this would suggest Betari’s Box applies if the subject is acting and thinking rationally. In this situation with an intoxicated subject who was responding irrationally, it did not apply as well as a conflict model like Karpman’s Drama Triangle (Karpman, 1968.)

On attendance at this call, I started in the position of the rescuer; I wanted to help Person A who I saw as the victim. Person A acted in a way that is entirely consistent with Karpman’s archetypal victim, he failed to take responsibility for his actions in the build-up or aftermath of the assault, he refused to make a decision on whether or not to attend hospital and he made several “this is not fair” style comments when he was evicted and when he was arrested. In my opinion, this rigid “victimhood mind-set” (Kaufman, 2020), caused Person A to switch between the victim and the persecutor roles throughout the interaction. As noted above, Person A became critical of my approach and blamed me and my colleague for his eviction and even his injuries. While I approached this call in the role of “the rescuer” who wanted to help victim and arrest the suspect. On reflection, I moved to the persecutor role by the end of the interaction, chastising Person A for his attitude and ultimately, arresting him.

Following this incident, I have discovered the “Winner’s Triangle” created by Acey Choy (1990, cited in Forrest & McKimm 2010) wherein the roles within the drama triangle are altered to empower the participants to break out of the cycle of conflict. Had I approached in the mind-set of a coach rather than a rescuer, and empowered Person A to adopt the role of a creator rather than a victim, they may have been able to problem solve for themselves and come to me with the realisation they needed medical attention. Had either of us needed to move into the more assertive “challenger” role we may have been able to question and push our own agenda/needs without blaming or accusing each other. While I am mindful of adopting a more empowering approach to steer myself and others away from “blaming” mindsets, I am conscious you need the other parties to have insight into their behaviour for this to have the desired effect. Further, the nature of police work puts officers in the rescuer mind-set on arrival at most calls and victims expect us to solve problems rather than help them help themselves.

Throughout my engagement with Person A, I was mindful that any action I took needed to be justifiable, legal, necessary, ethical and above all, consistent with his human rights. In this instance, I was satisfied that the need to prevent disorder allowed me to interfere with his qualified rights under Article 10 – Freedom of Expression. I was also mindful of his limited right under Article 5 – Right to liberty and security (Equality and Human Rights Commission, 2021.) While I was mindful Person A could have been arrested for the offence of Drunk and Disorderly under s91(1) Criminal

Justice Act 1967, I felt it more proportionate that Person A was not detained for any longer than necessary. As such, I used the common law offence of Breach of the Peace despite the “considerable debate” surrounding the offence (Bryant & Bryant, 2020. p 324.)

Throughout this incident, I was conscious that my actions needed to be fair, I needed to act with integrity, remain objective, open and honest. I believe I showed all of these principles in my approach and I treated all parties involved with respect and courtesy. Even when Person A committed a breach of the peace and I had cause to arrest him, I acted with tolerance and remained mindful of his rights. Having formulated the decision to detain Person A only until the Breach of the Peace had ended; I believe I used my powers lawfully and proportionately. The force used to detain Person A was minimal and only to the extent required to prevent him making off or causing injury. (College of Policing, 2014.)

In conclusion, the intoxication of the subject has prevented many of the traditional communication and conflict models from applying in this instance. Social factors may have contributed to subject's reluctance to engage. A greater understanding of negotiating with an intoxicated subject and a focus on moving towards a more empowering interaction may have led to a different outcome on this occasion and I will consider this going forward.

Word count: 2,725

Task 3

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

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

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

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

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

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

ANSWER:

In this essay, I will be critically assessing my attendance at a sudden death. I will consider the social and cultural issues that arose. I will reflect on my responsibilities and procedures to support victims through the incident using Borton's model of reflective writing (1970, cited in Karsten, 1971). I will be illustrating how policing values were engaged.

At 8am on a weekend shift, I received notification of an elderly male who had been found collapsed and unresponsive by a member of the public in a local nature reserve. The member of the public had commenced chest compressions. My colleague and I made our way to the location on an immediate response. On arrival, I approached the member of public and took over chest compressions. I confirmed how many cycles he had already completed and relayed this information to the public service centre. While I was engaged in this, my colleague carried out a preliminary search of the male and the area to try and establish his identity and to confirm if there were any obvious signs of injury, there were none. My colleague and I continued to alternate cycles of chest compression until paramedics arrived. A team of air-medics arrived shortly after and despite continued efforts, they verified life extinct.

The male in question appeared to be in his mid to late seventies. He was wearing exercise clothing and running shoes. The area is a popular route for dog walkers and joggers. There were no signs of injury indicative of him being the victim of any form of third-party assault or attack. The medical experts at the scene shared my opinion that the male appeared to have suffered a cardiac event while exercising and this was a non-suspicious sudden death.

At this stage, my initial thought process was in relation to identifying the male and notifying his family. The male in question had no belongings in his possession. This could suggest his phone or keys had been stolen or dropped, however given his age and a negative area search, I felt it more likely the male had left home without a key as there was someone at home awaiting his return. I began tagging the body using the very limited information available to me, and it was agreed we would have to wait for a member of the family to report the male missing before he could be identified, and the death message could be delivered.

As I was conducting my initial actions, a male in his mid-thirties approached the ambulance and said he was looking for his elderly father who had not returned home from his morning run. I asked some initial questions to establish if the identity matched the unknown male. As the description matched, I offered the male the opportunity to identify the body and he provided a positive identification. The male confirmed his mother, the wife of the deceased was also out searching for her husband and shortly thereafter, she arrived. Her son confirmed to her that her husband had been found and had sadly passed away; as such, I was not required to provide the death message. Thereafter, I remained with the family, conveying them to the family home whereby I completed the F13 Sudden Death Form with them and provided initial support and guidance. My colleagues conveyed the body of the deceased to the mortuary.

There were no ethnicity or language factors at play in this instance, both the wife and son of the deceased were English speaking and neither held any religious beliefs.

As I dealt with the parties in the immediate aftermath of the death of their loved one, many of the traditional stages of grief or bereavement suggested by Kübler-Ross only partially applied. The loss was extremely recent and as such, both parties were in the initial “numbness” or “shock” stage of grieving (Thompson, 2016.) This was evident from the way they spoke about the deceased in the present tense.

While dealing with this matter I was conscious of theories into how genders can impact an individual's response to loss. My preconceived idea was consistent with the findings of Stroebe, Stroebe and Schut (2001, p.74), namely that the female subject would be more expressive in her emotions than the male. This was not the case; it immediately became apparent the male was very emotional and was comfortable talking about his emotions, while the older female was far more stoic and matter of fact even when viewing her husband's body. The wife's reaction to the loss may simply be consistent with the most common immediate reaction to loss, namely numbness and shock (Osterweis, Solomon and Green. 1984.) This immediate appearance of stoicism and coping may give way to more “expected” reactions to bereavement in the weeks and months following the loss. This difference in presentation directed the type of assistance I provided to each party. The female subject wanted practical assistance in the immediate aftermath, asking me to contact her chosen funeral director for arrangements to be made as soon as possible. The male required more emotional support, talking at length about his father and asking me about my involvement in the incident. My initial view on gender and grief was stereotypical and assumed a female would be more emotional or more forthcoming in expressing their emotions than a male, who are traditionally thought of as more emotionally repressed. In their book “Men don't cry, women do” Martin and Doka conclude this is not the case, stating that “while patterns of grieving are certainly influenced by gender, they are not determined by gender” (2000, cited in Perry, 2001.) While it is sensible to consider how people are likely to react to be prepared, going forward, I will approach these situations without any preconceived notions of how gender influences a person's response to grief and will instead react to each individual's response once it has manifested.

The two subjects in this incident were of two different generations (the male was in his mid-thirties and female in early seventies) and I was again aware this could also have an impact on their reaction.

The differing reactions of the two parties I have described is consistent with the findings of Neimeyer and Holland (2015, p.3) who stated 66.3% of older adult respondents demonstrated high resilience and “minimal depressive symptoms” in the period following their loss. Again, it is worth noting this study looked at the impact of loss on respondents 6-48-months following loss and not in the immediate aftermath and as such it is not indicative of the way someone will react in the immediate aftermath of a sudden death.

During my interaction with the family, they confirmed the deceased male had suffered a significant stroke 10-years prior and he was largely non-verbal. On reflection, the fact his wife and children had been through a traumatic experience in the past and had learned to cope and adapt to the deceased’s significant cognitive disability leads me to believe their “pre-existing personality” lends itself to dealing with bereavement more effectively (Osterweis, Solomon and Green, 1984.) This is further supported by the work of Bonanno et al (2002, p.1159) which suggested a lower level of post loss depression in subjects who had carried out a burdensome caregiver role for the deceased prior to their death. It is worth noting, the Osterweis study states there is no research into the link between personality traits and dealing with grief, so this is merely a suggestion based on my experience dealing with the family on this occasion. A study conducted by Vachon et al (1982) shows a correlation between personality traits and distress following bereavement, though respondents to this study were interviewed 6-months after their bereavement and not in the immediate aftermath so it does not correlate exactly with my suggestion.

The unique background of the family, and particularly the wife of the deceased, may also protect them from some of the negative effects of bereavement noted by DiGiacomo et al (2015) such as increased vulnerability from administrative pressures, housing insecurity due to financial adjustments. It is worth noting, respondents to DiGiacomo’s study were elderly females who had acted as a care giver for their ill husbands prior to their passing. This is relevant to the female subject in this incident, though the study took place in Australia which obviously has different processes and support systems to the UK. As this is one of several factors which will influence how bereavement will be dealt with, it is impossible to say this will have a positive impact in every scenario. While I will keep it in mind, I will not place a great deal of weight on it while considering my initial approach.

While dealing with the parties, I was conscious of how loss and grief can affect a spouse compared to an adult child as I have experienced a similar loss in my private life. A study conducted by Fujisawa (2010, pp.354) suggests loss of a spouse places a person at significantly higher risk of developing “*complicated grief*” than the loss of a parent. It is worth noting, this finding is not entirely applicable in these circumstances as respondents were questioned more than 6-months after their loss and the study does not talk about whether the type of relationship effects the immediate reaction to loss. As noted above, the male son reacted far more emotionally in the immediate aftermath. As such, in similar scenarios in the future, I will continue to be mindful of the subject’s relationship being an impact factor, but it is not always going to explicitly dictate how people will react to a sudden death.

Prior to joining the police, I worked as an insurance loss adjuster, investigation high value personal injury claim. As such, I have experience of talking to the families of seriously injured and deceased victims of traffic accidents. As such, I was confident I would use the appropriate tone and pace when speaking to the deceased’s family. From my experience, it is of the utmost importance that you clearly explain every step of the procedures you are carrying out to ensure your audience

understands what you are doing and why. While I was comfortable in my ability to communicate with empathy and compassion, all my previous experience of speaking to family members of victims was over the phone and I was not fully prepared for how much more difficult this conversation would be face to face. Consequently, I struggled to find the right words initially, and my delivery was not as fluid as I would have liked. My tutor demonstrated fantastic interpersonal skills from the outset and as such it was easy for me to follow their example. The family in question were very hospitable and thankful for the steps I had taken with their loved one and thankfully, did not appear to notice or be put-off by my initial nerves. Going forwards, I will gain further exposure of meeting victims and family members of serious crimes and sudden deaths, this exposure will allow me to develop and enhance delivering these messages face to face with greater confidence. I will also seek guidance from more experienced colleagues and colleagues with family liaison experience to establish best practice when dealing with the recently bereaved.

While dealing with the family, I established there was not a specific code of practice in place for dealing with “victims” of a non-suspicious sudden death. That said, The Code of Practice for Victims of Crime in England and Wales (MOJ, 2021) sets out the 12 minimum standards a victim of crime can expect from the police. While not entirely applicable in this situation, this still acts as a useful starting point when dealing with innocent parties at a policing incident. Several of the rights covered by the code of practice were relevant.

The parties clearly have a right to be understood (Right #1) and the right to have details of the crime recorded (Right #2) were easily taken care of as the incident had already been reported to us prior to their knowledge and there were no barriers to communication once we identified the parties. Right #3, the right to be provided with information when reporting the crime was very important. I provided both parties with a copy of the Information for Bereaved Families leaflet (2021) and ensured they understood both my involvement in the incident (acting on behalf of the coroner) and any next steps following my departure. The leaflet also contains details of independent bereavement support services which families can contact, this took care of Right #4 (The right to be referred to services that support victims and have services and support tailored to your needs.)

While at the incident, I found the policing principles (College of Policing, 2014) were easily upheld. I immediately took over dealing with the male when I arrived, and I believe I demonstrated leadership and accountability. The member of public who had found the male was a former army medic, and while it would have been easy to allow him to continue to deliver chest compressions, I could see he was tiring, and I took over. Providing emergency first aid can be difficult, but I believed this to be the selfless approach the organisation would expect from me or any other officer in my shoes. I dealt with the family in an open and honest way, providing accurate information when I could and sign posting them to the best person if I did not know the answer. Throughout, I was mindful the family were dealing with the sudden loss of a loved one and as such I endeavoured to treat them with dignity and respect throughout. I am comfortable that I achieved this.

To conclude, there were several factors at play in this incident which influenced the way the parties reacted. There is a wealth of literature and research which is helpful in explaining why people react the way they do following the sudden death of a loved one. While the theory allows us to better understand the way people react, I would suggest no single attribute dictates exactly how an individual will react in these circumstances. Much of the research examines the effects months and years after the loss and not in the immediate aftermath and is not entirely applicable to reactions immediately post incident. Going forward, I will keep these factors in mind when deciding how to approach dealing with victims of loss.

Word count: 2,413.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay, I will be critically assessing my attendance at a policing incident involving a group of students and a taxi driver. I will consider the social, cultural, ethnicity and language issues that arose. I will reflect on my application of the National Decision Model throughout the incident. I will evaluate my use of discretion in resolving the complaint. I will touch on how I fulfilled my responsibilities under the CPIA when conducting the investigation. I will be illustrating how policing values were engaged. For the purposes of this essay, I will be using Borton's model of reflective writing (1970, cited in Karsten, 1971).

While on duty, I had cause to attend a report of a female who had smashed the windscreen of a taxi and was now refusing to exit the taxi.

On arrival I found four young students (3 females and 1 male) and the male taxi driver who appeared to be Middle Eastern and approximately 40-50-years-old. The perpetrator appeared moderately intoxicated, and she was causing a disturbance by shouting.

To establish what had happened, I separated the parties so I could speak to each in turn. The taxi driver alleged the female had been the front seat passenger in his vehicle, she was having a conversation on her mobile phone which became aggressive, as a result, she used her mobile phone in a hammer like motion, striking the windscreen twice, causing a 3-inch bullseye crack in the windscreen. The driver advised he had challenged the perpetrator and told her she needed to pay for the damage, to which she initially agreed. On arrival at a cashpoint, the perpetrator refused to hand over any money and would not leave the vehicle.

The alleged perpetrator denied causing the damage intentionally. She alleged she was sat in the front passenger seat and the taxi driver slammed on the breaks, causing her to be thrown forward into the windscreen wherein her phone struck and cracked the windscreen.

I had identified the group of friends were significantly less intoxicated than the alleged perpetrator and in the interest of obtaining an impartial account, I spoke to each of these in turn. The first female witness was the best friend of the alleged perpetrator and she claimed to have been looking at her own phone and as such was oblivious to anything that had occurred. I suspected this was an attempt to cover for her friend but took her details and a short account for my pocket notebook. The second female witness, and the male witness confirmed to me they did not know the alleged perpetrator, they had simply agreed to share a taxi back to their university accommodation. Both confirmed the victim's account of the alleged perpetrator striking the windscreen with her phone following a heated telephone conversation.

Considering this information, I told the alleged perpetrator I suspected she had in fact caused the criminal damage to the windscreen of the taxi. As the parties had previously agreed to settle the matter on a civil basis, my first suggestion was for them to resolve the matter this way. The perpetrator refused, maintaining her version of events. As such I explained I would be contacting her in the following days to arrange her voluntary attendance at a police station to be interviewed for the offence of causing criminal damage. I took photographs of the damage, obtained details of all those present, before explaining my course of action and ensure the parties went their separate ways without further issue.

In the days following the incident I called the perpetrator to arrange for her voluntary attendance, I was pleased to discover she had had a change of heart and wanted to pay for the damage on a civil basis to avoid any further police involvement. I facilitated the exchange of details between the parties, provided suitable advice to both and informed them I would have no further involvement.

While this was a relatively minor incident with a small amount of damage caused, there were social and cultural issues at play which I was aware of as soon as I arrived at the scene.

The perpetrator and two of the witnesses in this matter were young females of approximately 18-years-old. I operate in a high crime force area with a large student population. While this was a straightforward criminal damage incident, I was acutely aware of the high number of sexual offences that occur on our ward, particularly against female students (Gogarty, 2022) and the need for officers to foster good relationships and engender trust with the female student population. That is not to say the perpetrator was treated with any less firmness than if she were male, but I was conscious that all parties saw I was treating everyone respectfully and acting in an open and honest way. Gau & Brunson (2010) state citizens tend to have a more positive perception of the justice system following encounters where they are treated fairly and with professionalism. Going forward I will still make these assessments, but I consider my approach to be the same regardless of who I am dealing with, and I would hope any person I encounter, whether they are a victim, witness or suspect will receive the same fair treatment.

The victim in this matter was a male taxi driver who I perceived to be of Middle Eastern descent. While English was not his first language, he was able to speak and understand English sufficiently and a telephone interpreter was not required.

I considered the male's ethnicity and culture may impact his perception of the police. A study by Nannestad et al (2014, pp.19) suggests immigrants demonstrated higher levels of social trust when living in countries with organisations perceived as better than those in their country of origin. Conversely, Ali, Murphy and Sargeant (2022, pp.13) found second generation immigrants tend to

demonstrate a lower level of trust in the police than first generation immigrants. Without knowing further information about the male's background, it would be impossible to predict what his perception of the police was. It is beneficial to consider this in future, but I feel the principles of procedural fairness are more important in leaving a positive impression after police contact.

As with any policing incident, from the moment I was asked to attend, I began to apply the National Decision Model. The NDM is a framework to assist with and to reflect on decision making in policing. The NDM encourages officers to first consider the Code of Ethics before considering the information available, assess the threats and risks before developing a working strategy, consider the powers and policies which apply, identify options and contingencies, act and review (Bryant & Bryant, 2020, pp.77). As with any operational incident, the information available to me was ever changing and at times, contradictory, as such I will reflect on my application of the NDM at each stage of the incident.

Stage 1 – On route to call - On route to the call I was informed of an ongoing disturbance wherein a female had smashed a taxi windscreen and was refusing to leave the vehicle. I was aware of the taxi driver's name and mobile number but had little further information. I called him directly and requested his location, he confirmed to me the perpetrator was still at the scene and I could hear shouting in the background. At this stage I considered there to be considerable risk, the female sounded hostile and had already caused criminal damage, I considered it possible she would cause further damage or even injury. At this stage I was aware the perpetrator had committed an offence and I had grounds to arrest if necessary. I also considered my powers for getting the female out of the vehicle. At this stage, I hoped our presence alone would encourage her to exit the vehicle. Failing that, I prepared myself to utilise the 5-step appeal, using necessary force to remove the perpetrator and affect her arrest under s3 Criminal Law Act 1967. It was not until after the incident when I reviewed my approach that I realised I failed to consider what I would have done if the perpetrator had locked themselves in the vehicle and I could not open the door. Had this been the case and I could not negotiate with the perpetrator, I would have potentially had to use my appointments to break the side window to gain access, this would have been a last resort. The Code of Ethics is central to the NDM and plays a factor in each stage. Throughout this assessment I was conscious of the need to take act with honesty, integrity, treating all parties with objectivity and fairness. As with any incident I attend I sought to apply the Standards of Professional Behaviour (College of Policing, 2014), particularly only using reasonable and necessary force (Use of Force) and treating everyone at the scene in a professional and respectful manner (Conduct, Equality & Diversity and Authority, Respect & Courtesy.)

Stage 2 – On arrival – On arrival I assessed the scene and realised there were four students present rather than the one I had been made aware of and my colleague and I could potentially be outnumbered two to one. The calm demeanour of the three witnesses assuaged this concern. I was also aware the perpetrator was already outside the vehicle and while she was being disruptive, she was complying with my instructions, and I did not consider her aggressive. This, coupled with her small stature led me to assess the threat and risk as low at this stage. My consideration in respect of the Code of Ethics and my powers and policies did not change at this stage. In terms of options and contingencies, I felt comfortable separating the parties to speak to each of them in turn. In the event the perpetrator began to act disruptively, I would have detained her while I conducted my initial investigation and placed her in the rear of the police vehicle until such a time when she would either be released or arrested.

Stage 3 – Account from Victim – As noted above, the victim explained his version of events and directed me to the damage. I was satisfied the damage caused was modest and I assessed the value to be under £500. The victim also confirmed he had initially tried to resolve the matter amicably with the perpetrator on a civil basis. In light of this, I considered the option of facilitating a

civil settlement as it seemed to be in both party's interest. While the victim was happy to proceed on this basis, I was aware the victim had already reneged on this type of resolution and as such I was mindful an alternative resolution may be required. I was aware I had grounds to arrest the perpetrator on the basis I suspected she was involved in commission of the criminal damage, and I could justify her arrest as necessary to prevent further damage being caused and to allow for a prompt and effective investigation of the offence. In the interest of not criminalising a young person, I considered a community resolution, but it unlikely the perpetrator would engage in a restorative approach if her version of events remained unchanged. I also considered the possibility of arranging for the perpetrator to voluntarily attend the station to be interviewed if I considered it to be in the public interest and a suitable way of dealing with the offence.

Stage 4 – Account from Perpetrator – The perpetrator provided a conflicting account of events as previously noted. I considered her explanation somewhat implausible given the location and level of damage and in the interest of objectivity I challenged this account on the basis she claimed to be wearing a seatbelt and the fact the damage was inconsistent with a person being thrown into the windscreen. I remained mindful not to ask too many questions as this would constitute an interview. I explained the version of events I had been provided appeared more likely and offered her the opportunity to settle the matter on a civil basis. When a civil resolution was refused I discarded this option and narrowed my options to either arresting the perpetrator or arranging for her to voluntarily attend for an interview. Throughout this discussion, the perpetrator remained compliant, had largely calmed down and I considered it highly unlikely she would go on to cause any further damage or harm to any persons. As such, I considered voluntary attendance a more appropriate contingency than an arrest.

Stage 5 – Account from witnesses – As I have previously touched on, the witnesses were crucial. They provided an impartial account which supported the witness and led me to believe this was the likely cause of the damage. This reiterated my thought process that I would either need to arrest the perpetrator or arrange a voluntary interview. On reflection, it would have been beneficial to speak to the witnesses before I spoke to the perpetrator. Going forward I will first establish the parties' identities and involvement and then establish how they know one another. This will allow me to identify any independent witnesses from the outset and speak to them as soon as possible.

While at the scene, I had obtained details of the perpetrator and confirmed she had no previous involvement with the police. I also established she was a student at the local university. I was mindful of criminalising her and jeopardising any career prospects. This was a factor in my decision not to arrest the perpetrator. I hoped that in the time between the incident and her attending the station, she would realise the implications of the matter being investigated formally. I am mindful of the criticism of police discretion (Bryant and Bryant, 2020, pp.79-81) and the potential for this to be seen as the perpetrator "getting away" with her offending based on her background. I am also conscious the perpetrator's ethnicity makes her significantly more likely to be in higher education and consequently more likely to be treated with similar discretion (Gov.uk, 2022.) I reconcile these considerations with the knowledge that first, I would have offered any perpetrator who was behaving in a complaint manner the same chance to settle the matter on a civil basis. Secondly, I had every intention of proceeding on a formal basis had the perpetrator not agreed to settle the matter civilly regardless of her background. Thirdly, the victim was happy with my proposed course of action and I was satisfied they would get justice one way or another.

As part of this investigation, I had various responsibilities and duties I needed to carry out to comply with the Criminal Procedure and Investigations Act 1996. The images of the damage obtained at the scene were key evidence and were likely to be disclosable, as such I attached these to the case file immediately. I had not obtained any statements at the scene as I intended to obtain these at a later

date if necessary. The only information generated at the scene were the personal details of the parties involved. These were treated with the utmost sensitivity and were simply added to the case file for contact at a later date. Due to the resolution of the matter, it became necessary for me to put the victim and perpetrator in touch with one another by exchanging their mobile numbers, this was only done once both had confirmed they were happy for me to do so.

This incident was modest in nature and had a satisfactory outcome for both parties. The national decision model was central to my thought process throughout, and I am satisfied it assisted me in making a sensible and justifiable decision which resolved the matter. As always, the review section of the NDM has given me food for thought and allowed me to consider hypothetical scenarios that I did not consider at the time. These considerations have allowed me to consider how I will deal with future scenarios. On this occasion I used my discretion to reach a sensible resolution. While I am conscious of the criticisms of police discretion, I am confident my decision was based on measured judgement which allowed the victim to be compensated for the damage caused to their property.

Word count: 2,719.

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Controlling subjects at scene to prevent them making off.	I will continue to be conscious of my body language at the scene as I have had more success recently. I will observe my more experienced colleagues at the scene of incidents and seek advice from them. I will also seek advice from my OST trainer at my annual refresher.	Colleagues and teammates. Officer Safety Training team.	3-6 months.
Negotiating with intoxicated subjects.	I will seek advice from colleagues. I will continue to observe how my teammates handle intoxicated subjects and apply the communication models we are taught. I will gain more experience in this by volunteering to work on night-time economy shifts in the city centre.	Colleagues and teammates with experience of policing the city centre night-time economy. Force Negotiators.	3-6-months.

Delivering sensitive messages to victims or families of deceased with greater confidence.	I will continue to expose myself to situations where delivering difficult and emotive messages is required, this exposure will help me increase my confidence and develop a method that works. I will observe my colleagues in similar situations as each will have their own approach which I can learn from.	Colleagues and team-mates. Family Liaison Officers.	12-months.
Making better and quicker decisions on which resolution/disposal is most appropriate.	Again, this is something that is best achieved through continued exposure to calls. I will continue to put forward my opinion on how we could and should resolve incidents and I will listen to the feedback from my supervisor and my colleagues.	Supervisor. Colleagues and team-mates.	Ongoing This will be a daily consideration. I am hopeful by 12-months into my policing career I will largely be making decision my supervisor and team-mates agree with without prompting.

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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
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Task 6

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

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

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

Signed: Christopher Wynn (Learner, Electronic signature or type name)

Date: 10/07/2022