

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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)

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Although life comes with amazing experiences and opportunities it also comes with its challenges and struggles; which can vary from person to person. We all deal with these experiences differently but it's important that we have our own coping strategies to develop resilience and to minimise stress; ensuring we maintain not only our physical health but also our mental health.

In this essay I will be discussing the coping strategies I have personally used to develop my own resilience and minimise stress focussing on my initial 6 months of learning and since being attested as a Police Constable. I will be using (*Kolb's 1984*) to structure my answer as (*The Learning Cycle emphasis reflective observation analyse and draw conclusions from an experience*).

“In a medical or biological context stress is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure.”

Davis,(2021)

Becoming a Police Constable wasn't going to be an easy transition for me being a single parent; however, I joined South Wales Police as a Special Constable which gave me a taste of the responsibility's and challenges you face within the role and gave me the experience of meeting experienced officers and what their coping strategies were and how they applied them to their day to day life.

It made me realise how important it was to have something to de stress from the working pressures and how you ensure your mental health is as important as your physical health.

Police Constables are exposed to traumatic and sensitive incidents; it's important to have coping mechanisms to help with this along with talking to colleagues or taking advantage of the Trauma Risk Management appointments available. I believe over time taking advantage of these opportunities will help develop more resilience which:

“has been used to describe people and systems that bounce back from negative experiences and disturbances. It has also been used to refer to

systems that survive being jostled around whether or not they go back to where they were before, or to any stable state, for that matter.”

Knuth, (2019)

During my first 6 months of training I discovered that there was a great amount of legislation to absorb ensuring you are knowledgeable and lawful when you're on duty. I found it difficult at times to find a balance between my studies and home life which did cause stress at times **“the feeling of being overwhelmed or unable to cope with mental or emotional pressure”** Mental Health Foundation, (2021).

I managed to schedule my revision time around childcare usually at night times where I could take time to learn definitions and legislation; I found this balance helped me focus not only being the best mother I can be whilst still being able to dedicate my time to my studies.

If I'm not spending time with my daughter or dedicating my time to my studies I turn to music as my main coping strategy to develop resilience and minimise stress. Music has been a huge part of my life and reflecting on this now I have turned to music whenever life has become stressful as it takes me away from any worries or pressures and enables me to focus my energy on something I enjoy and that brings happiness and enjoyment. It is stated that **“Music seems to be able to decrease physiological arousal, which is increased during stress. Its shown to reduce cortisol levels and a decrease in heart rate and blood pressure.”** Health Psychology Review (2020).

Reflecting on my life experiences I have always used music as my coping strategy as I feel like it's a release of a build-up of stress and tension as:

“Singing is a natural antidepressant; that release endorphins associated with feelings of pleasure as well as stimulate the release of oxytocin, a hormone that is found to alleviate anxiety and stress.”

Chicago Tribune (2018)

I feel not only has it been a way of coping with stress over the last 6 months of training it's a way of supporting my own mental health. Music has also helped me with my own personal growth in regards to my confidence and I have been lucky enough to have this to fall back on and use it when I feel I need it; whether that be stressful times with in employment, financial circumstances, bereavement or even going through my divorce. I have always used music as my therapy to escape these difficult times.

Taking time out for music is my way of being kind to my mental health and a way to channel any negative thoughts or doubts I have around my learning and exams and using them in a positive way to develop my creative side.

Singing is a great way of expressing emotions; no matter what mood you are in there is always a song that can enable you to channel those emotions and rather than bottle them inside it's a way of releasing those stresses and removing them from your body in a creative escape.

Singing comes with many technical requirements and skills and one of the key skills in singing is:

“Focusing on controlling your rate of breathing which activates part of the brain that are linked to emotion. They state that when your mood is up, you strengthen your immune system, and you respond to stress factors in a more positive way.”

Keating (2020)

This also supports why it has helped me when dealing with the stresses over the last 6 months of training and why it's been a huge coping mechanism for me throughout my life.

Learning new songs or hitting new vocal acrobats provides a sense of achievement which boosts my confidence and gives me a positive energy with a sense of anything possible if you put your mind to it. I feel this helps me return to my studies with a positive mental attitude and that anything is possible if I dedicate the time and put in the effort required to succeed.

Total Word Count: 1015
Referencing Word Count: 16
Final Word Count: 999/1000.

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.

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

Review 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 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.

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

ANSWER:

In this essay I'll be discussing a policing incident in which I played a significant role with an offender and reflecting on what happened.

Whilst out on mobile patrol I witnessed a male causing a disturbance in the middle of a main road. He was shouting aggressively at a large group of individuals who appeared intoxicated, agitated and irate from his behaviour towards them.

As soon as the male acknowledged there was a police presence at the scene he began running into oncoming traffic and attempted to jump onto the back of a moped. He failed to remain on the back of the moped resulting in him falling to the ground.

Officers pursued the male down the main road and I repeatedly shouted for him to stop; however, he continued running away into oncoming traffic causing the cars to swerve. Officer's safety as well as members of the public, road users and his own were all at risk at this point; therefore, it was paramount we detained the subject as soon as possible. The subject ran into a road traffic sign causing him to fall; where I was then able to detain him.

The male was bare chested, he appeared drunk and disorderly, he couldn't put his sentences together, and his pupils appeared dilated and large, blood shot and there was a large amount of saliva around his mouth. I detained the male whilst calling for further units via the Force Control Room as there was a large confrontational crowd gathering around us as we were dealing with the subject. The individuals were shouting that they would take matters into their own hands if nothing was done; therefore, officers attempted to move the crowd on asking for space to enable us to deal with the subject in a professional and lawful manner where violence was not acceptable.

I have used the **(Betari's Box Model)** "which is a simple model that can help us understand the impact and behaviours have on the attitudes and behaviours of people around us" to determine if use of force was necessary in this conflict situation.

(Mindtools – Linking attitude and behaviour)

'Use of force' was used by myself as I handcuffed the male to the rear due to his erratic and aggressive behaviour under (s117 *Police and Criminal Evidence Act, 1984*). This section of PACE states **"an officer may use reasonable force, if necessary, in exercise of this power."** (Police and Criminal Evidence Act 1984 (1984 c 60) | Legislation) The Police National Computer check also came back with warning markers that the male had previously seriously assaulted a police officer; which further justified the use of handcuffs. I had to elevate any risk of officers or members of the public in the suspects vicinity getting injured therefore use of force was justified.

I was also covered under (*Section 3 of the Criminal Law Act 1967*) to use force where reasonable in the circumstances to prevent crime for example to prevent an officer from being assaulted or effect a lawful arrest.

I feel I had to approach this live incident thinking on my feet and dealt with a confrontational subject using a calm but firm attitude to negotiate with him to remain calm to enable me to explain the process to him and complete the legal requirements for the arrest as its important when taking someone's *Human Rights* away from them that they fully understand the legality of what's happening "in a language they understand why they have been arrested and what charges they face". This could be breach under (*Article 5 of the Human Rights Act 1998*).

Self-reflective of my behaviour I feel I remained professional throughout and used a deliberate lower level approach to an intoxicated and irate suspect to attempt to de-escalate the situation.

Considering officer safety, I did run through the (*National Decision-Making Model*) which did help with my decision-making process.

"This model ensures our decisions as Police Officers are justified, proportionate and lawful, and that officers collate accurate information, assess the dangers, use the correct powers and policy's, assess their options and act and review the results".

College of policing, (2014)

Once I had control of the subject, I then arrested him for drunk and disorderly under (Section 91 (1) of the Criminal Justice Act 1967) which states:

“Drunkenness in a public place is considered where – any person who in any public place is guilty, while drunk, of disorderly behaviour may be arrested without warrant by any person.”

Criminal Justice Act, 1967

I stated the ‘When’ caution to the subject and ensured his full understanding. He was a white male who communicated through the English language; there were no relevant cultural, ethnicity and language issues. The necessity for the arrest was to avoid further offences against public decency and to prevent any harm coming to anyone else or the suspect injuring himself further.

I had the suspects welfare at the forefront of my mind as I had to get hands on to detain him and gain control of situation. I realised the importance of using of effective communications with the suspect.

“Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. In simple words, it is nothing but the presentation of views by the sender in a way best understood by the receiver.”

Prachi M, 2018

I verbally communicated with him providing him with relevant knowledge of what was going to happen keeping him fully informed of the process whilst not using police jargon and the **“KISS/verbal obfuscation”** (Robert E Grubb/ K,Virginia Hemby) by keeping **(‘It short and simple’)** (Robert E Grubb/ K,Virginia Hemby) and communicating with him from a calm and firm perspective.

Having researched the behaviours between female officers and male suspects I found that:

“typically, female officers do not evoke or promote the ‘defensive response’ from a male suspect. No posturing occurs with respect to establishing a sense of dominance, and therefore, hostility is not met with hostility. Rather than a combative atmosphere, a neutral atmosphere exists that frequently dissipates the suspects anger, particularly in domestic disputes”.

(Robert E Grubb/ K,Virginia Hemby)

I communicated with him through the process of hand cuffing him with him replying that it was ok and he wasn’t in pain; I ensured he was placed on his side immediately after the cuffs had been applied and even assisted him reapplying his trainers that had fallen off. I used **“vocal chrematistics”** (Robert E Grubb/ K,Virginia Hemby) when talking the suspect through this process, so he didn’t feel any threat and that I was simply looking out for his own well fair. **“Vocal characteristics are a type of nonverbal communication called paralanguage.”**

(Robert E Grubb/ K,Virginia Hemby)

I used “**active listening**” (Robert E Grubb/ K, Virginia Hemby) to his reactions, and I ensured his breathing was controlled and that he wasn’t showing signs of being in any pain. I assisted him to his feet where I then had assistance from a male colleague to complete a (*Section 32-person search under the Police and Criminal Evidence Act 1984*) to comply with Gwent’s force police of same sex searching.

Upon searching the male; I seized drugs which appeared as a white powdery substance along with a crystal hard substance under (*Section 19 of the Police and Criminal Evidence Act 1984*). I then labelled and bagged the drugs in the correct evidential bags and ensured they were sealed ready for drug field testing the following morning.

I then further arrested the male for being in possession of illegal drug substances under (*Section 5 of the misuse of Drugs Act 1971*) which states “**subject to any regulation under section 7 of this Act for the time being in force, it shall not be lawful for a person to have a controlled drug in his possession.**” The necessity for this further arrest was a “**prompt and effective investigation**” to get the drugs field tested. The further arrest was completed under (*Section 31 of Police and Criminal Evidence Act 1984*).

There were no culturally sensitive practices or language preferences; however, upon arrival at custody I had considered the (*Codes of practice Code C of Pace*) around “**Detained persons normal procedure, requirements of the suspect to be informed of his rights, right to legal advice and the overall care and treatment of the suspect in the custody unit**”(Codes of practice Code C of Pace). I felt this was a good example of where the custody sergeants adhered to the Code of practice and it was a good experience to the insight of how suspects are treated whilst under the supervision of the custody Sargent.

The suspect refused a (**test for the presence of a specified Class A Drugs**) under (*Section 17 of the Code C of PACE 1984*) which is an offence in itself under (*section 63B of Pace 1984*).

On returning to the station I then completed a Guilty Plea File with the required documents along with a remand file. After investigating the suspect further, it was apparent that he had previous for not adhering to bail condition or turning up for court and as he was already on a suspended sentence it would be advisable for bail not be granted on this occasion. I worked with the custody Sargent to build a strong case file and the drug samples returned positive confirming they were Class A Crack Cocaine and Class B Amphetamine drugs. The subject was charged the following morning.

Total Word Count: 1587
(Referencing:41)
Final Word Count: 1546/1500.

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.

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

Explain 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.

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

ANSWER:

In this essay I am going to be discussing a policing incident in which I played a significant role with a repeat victim of a domestic violence. I will be using **(Gibbs 1988 Reflective cycle tool)** to structure my answer.

The incident involved a female who attended the police station to make a further report to officers relating to a previous domestic violence incident with her ex-partner. The female's language preference was English and there were no relevant cultural, ethnicity or language issues during this incident; however, the incident did involve a vulnerable intimidated repeat victim. There were also children involved; however, they were already in foster care due to the ongoing domestic incident.

I accompanied the female into an interview room; who appeared upset and nervous. I ensured she was comfortable and offered her a drink and that her wellbeing and well fair was at the forefront of my mind; taking into consideration the sensitive nature of this incident and what it involved.

I discovered the importance of building a rapport with the female; enabling her to open with sensitive information and provide her version of events comfortably. It was apparent from the beginning that this was a repeat victim; that had been through traumatic violent incidents leading up to her attendance at the station. The female explained that she had an ongoing court case with her ex-partner where he had

previously violently assaulted her, and a court hearing date had been set for in a weeks' time.

The female explained that her ex-partner had been calling her mobile phone from his own person device and unknown numbers even though this was a breach of his bail conditions not to make any contact with her. This was also witnessed by myself during the interview and I took photographic evidence of her mobile phone of the call attempts made by her ex-partner to support her report. She explained that during a telephone conversation between them he had threatened to take his own life if she attended the court hearing as a witness; also stating that if she doesn't attend court then he would leave her and her children alone and he'd move out of the country.

It was clear that this was a breach of his conditions under (*Section 7 (3) of the Bail Act 1976*) as he was not adhering to his conditions, along with witness intimidation under (*Section 51 of the Criminal Justice and Public Order Act 1994 - Perverting the Courts of Justice*).

The Criminal Justice System are a **“collection of agencies including, but not limited to, the police, the courts, the Ministry of Justice and the Home Office which are involved in the detection and prevention of crime, the prosecution of people accused of committing crimes, the conviction and sentencing of these found guilty and the imprisonment and rehabilitations of ex-offenders.”**

(Resources -Criminal Justice Dictionary)

The female expressed that she felt very intimidated and that she felt in fear of what her ex-partner would do next. She also continued to explain how this was having an impact on her sleep pattern, her eating habits, and that it had taken a toll on her over all mental health.

The female explained her ex-partner showed signs of controlling and coercive behaviour throughout their relationship and was violent towards her. The support process had already started where she had recently attended a domestic violence workshop arranged by police support and that she was happy to support our investigations relating her ex-partner. However, she still felt although she had been put in a vulnerable situation as a witness and felt the pressure of attending court in fear of what her ex-partner may do.

I completed a statement with the female and gathered all the relevant information of what had happened since the previous report. The female had three children who were taken into foster care due to the seriousness and high risk of the domestic incident that had taken place and is still ongoing. The loss of her children had a clear impact on the female, and she was determined to do everything possible to get her children back under her care. The suspect is father to one of her three children; therefore, he is also in contact with social services and due to his history, and all information had to be disclosed on the Public Protection Notification document (PPN).

A PPN is submitted **“by officers who attend incidents which summarises the vulnerabilities of victims. This notice goes to the force public protection unit which uses the information to assess the risk. A marker is created relating to**

the individual victim on the online intelligence system to indicate the level of risk to the victim”.

HMIC PEEL, (2015)

I had to ensure a full Public Protection Notification document was completed for the female and her three children so that Social Services were still aware of the ongoing and seriousness of this case and that they had the correct support in place for the female and her three children; as the court hearing was still ongoing it was important Social Services were fully updated as the children’s safety is paramount.

I also completed the Domestic Abuse, Stalking and ‘Honour’-based violence (DASH) questions due to the domestic element of this incident which **“is vital to make an accurate and fast assessment of the danger the victims in.”** (Save Lives - Ending Domestic Abuse) Once the DASH form had been completed it resulted in the grading of a medium risk case due to the nature of the witness intimidation and previous history (number of YES’ on the form) and this was also agreed and supported by higher management.

“Intimidated witnesses are defined by (Section 17 of the Youth Justice and Criminal Evidence Act 1999) as those suffering from fear or distress in relation to testifying in the case.”

Special Measures, (2021)

As a court date had been confirmed; I ensured documentation was completed on behalf of the female for when she attends court to request **“special measures”** for her appearance. Special measures **“are a series of provisions that help vulnerable and intimated witnesses give their best evidence in court and help relieve some of the stress associated with giving evidence.”**

Special Measures, (2021)

As the defendant was attempting to intimidate the female as a witness, I felt strongly that this support needed to be put in place. I therefore made a request that she gave her evidence via a (S24 Youth Justice Criminal Evidence Act 1999) live video link room which **“enables the witness to give evidence during the trial from outside the court through a visual link to the courtroom. The witness may be accommodated either within the court building or in a suitable location outside the court.”** Another option that was considered was the use of screens **“which may be used to shield the witness from the defendants”** (S23 Youth Justice Criminal Evidence Act 1999).

Special Measures, (2021)

As an officer dealing with this incident, in line with the (Codes of practice for victims and witnesses of crime); I ensured that it was **(recorded without unjustified delay: under Right 2 of the Victims Rights)** and took a detailed and thorough statement from the victim to reflect what she had experienced. I also **(referred to services that support victims and have services and support tailored to their needs: Under Right 4 of the Victims Rights)** through completing a PPN and Dash form.

(Victims code for policing – College of policing)

I offered and completed a Victim Personal statement with the victim (Right 7 of the Victims Rights). Upon completing the application and requesting the required special measures I also added that she wishes for her victim personal statement not to be read aloud in court however provided to the judge for reading instead; maintaining her confidentiality from the defendant.

(Victims code for policing – College of policing)

“The Code of Practice for the victims of crime sets out the service and a minimum standard for these services must be provided to victims of crime by organisations in England and Wales.”

Ministry of Justice, 2005

As the victim had already had a set court date organised through the criminal justice system; the victim explained that she had already been given her rights around a court date and full information around her attendance and being a witness under (*Right 8 of the Victims Rights*).

(Victims code for policing – College of policing)

Although we can put in the above requests for special measures this is decided and arranged by the courts. The female was fully informed of the requests we had submitted and felt happier having these considerations around her vulnerability as an intimidated witness.

I adhered to our policies and procedures around public safety and wellbeing by giving the female safety advice. I also added a warning flag of domestic violence and attached it to her home address which would alert call takers that the victim is a previous victim of domestic abuse; this call would then become a higher priority. Maintaining the females well fair and safety I walked her back safely to her car; where she then returned home.

Arrest enquires then began on the ex-partner and an additional investigation was started to locate him and for his arrest.

Total Word Count: 1544

(Referencing:47)

Final Word Count: 1497/1500.

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.

Give a brief description of 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. **Consider** the role of discretion in the decision-making process.

Explain 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 **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

Within this essay I have chosen to discuss a policing incident where I played a significant role with an offender where I will be using the “**CARL**” Model, (2018) to reflect on my involvement and the incident itself.

A report was made of a female shoplifter who had attempted to steal a packet of kitchen knives and two bottles of alcohol from a large well known grocery superstore; there was very little detail provided other than the suspect had been detained by security guards of the store and the items had been recovered.

Upon arrival I immediately spoke to the security guards to gather further information on what had happened. They explained that they had body worn video on during the duration of incident and that suspect had placed a pack of kitchen knives and alcohol bottles into her carrier bag and walked out of the store without making payment for the items. They explained that she did not have permission to take the items without payment and that they stopped her outside the store where she was detained, and the police were called.

I approached the female suspect and asked for her details to enable me to process a person check with our Force Control Room who use the (*Police National Computer*) for background information on individuals. The details were provided where it was discovered the female was only 15 years of age and had previous for concealing

knives, several previous occurrences for violence, assault police, drugs and mental health.

Having completed the relevant checks I used the NDM -The National Decision Model which is a model which:

“helps everyone in policing make decisions and to provide a framework in which decisions can be examined and challenged both at the time and afterwards, the police service has adopted a single National decision Model.”

College of policing Authorised Professional Practice (2016)

“The model has at its centre the Code of Ethics which sets and defines the exemplary standards of behaviour for everyone who works in policing”.

College of policing Authorised Professional Practice (2014)

I asked the suspect to remove her outer jacket and then placed her in handcuffs to the rear as this is considered a use of force it is covered by (*Section 117 of PACE 1984*).

This decision was made based on information and intelligence which one of the key elements of the NDM. The (*Police National Computer*) check explained that she had already attempted to steal kitchen knives, that she had previous for concealing knives and assault police; therefore, it was justified to use force for not only my own safety but those around me.

I used my power to search the detained female under (*section 1 of Police and Criminal Evidence Act 1984*) as from the information given by the security guards, I had reasonable suspicion. A systematic safe search was completed where I was searching for any further concealed or stolen or bladed articles; however, no items were located. A further search was made in the shopping bag which didn't contain any stolen items or bladed articles.

I went through the GOWISELY process as this a lawful requirement under (*Code A of PACE 1984*). **“Case Law in particular (R v Bristol), [2007]) make it clear that these steps must be taken before starting a search and that failure to do so makes the search unlawful.”**

College of policing Authorised Professional Practice (2016)

GOWISELY is a process to explain the reasons for the search and legality's behind it and gives the suspect information about the officer and the search itself. It's said that **“if the person understands the reason for the search for an officers' action, they are more likely to accept it and not see it as arbitrary or unfair.”**

College of policing Authorised Professional Practice (2016)

Upon discussion with the suspect she admitted to the theft of the items; however, attempted to blame on an older male who had apparently told her to steal the items on his behalf. This raised concerns that she was potentially being exploited by an older male adult; however, she would not disclose any of his details.

Continuing using the NDM I identified “options and contingencies” on how I was going to take action with this incident. This is where I had to use **“the essence of ‘police discretion’ which is when using the law police officers are authorised based on**

the presumption that they make choices (act as rational, independent, autonomous individuals.”

Dr. Liz Turner and Dr. Mike Rowe – (2020)

Upon speaking to the store manager, they stated as the items had been retrieved that they did not wish to pursue a complaint. As the suspect admitted to the theft of the items; I decided to create an Electronic Pocket NoteBook on my galaxy Samsung mobile phone device of this as an admission of guilt in which I then got her to sign.

Considerations were made around this due to her age and how it wasn't practicable to arrest and take her to custody as she was under 18. Therefore, the decision was made to take her home and discuss what had happened with her parents/parental guardians as the store did not wish to make a formal complaint.

Upon arrival to the female's home address we were greeted by her elderly grandparents. It was clear that the grandparents had very little control over their granddaughter's behaviour and her social life seemed very rebellious. They resided in a deprived area where the female's social group of friends also didn't help encourage her behaviours.

I felt that I dealt with this case with integrity, impartiality and transparency and adhered to all policing values. Reflecting on this incident it could be considered bias that the decision was made not to arrest the suspect and that I chose an alternative disposal method; however, it was not appropriate on this occasion due to the age of the youth involved.

“Confirmation bias is a cognitive bias, or tendency to interpretations which contradict previously held beliefs” (Shefrin,2007). I feel this applied as I could have been bias to the fact the intelligence for the Force Control Room confirmed that the suspect had previous and I could have instantly assumed guilt. I feel I remained impartial throughout where I even took consideration for potential child exploitation as a factor in the reason behind, why she was committing these offences; as she disclosed that an adult male had told her to steal the items.

I have researched analysis which considers the social element which **“suggests that economics trumps biology in causing violent behaviour in teenagers”** and a **“study by Mike Males from the centre on Juvenile and Criminal Justice in San Francisco support the argument that teenage poverty not teenage biology is most to blame for teenage crime”**.
Kirchner – June 2017

I do feel in this incident this suspect is repeating crime due to her social surroundings and friendship groups and this is something she disclosed **“that this is just the way of life in this area”**. Criminalizing her will not help her behaviour in the future; however, I do feel that help from third party agencies such as social services may be able to offer further support and guidance for the family to prevent her heading into a criminal future.

I also felt it necessary that third party agencies were informed as I had concerns over the fact she may been involved in child exploitation which may be the reason why she was committing the offences. Again, bias could be considered that based on the information she provided; I made an assumption this could be a potential factor.

Once I returned to the station, I submitted a Public Protection Notice on behalf of the suspect due to her age and the concerns that she was putting herself in vulnerable situations and that she's potentially at risk of being exploited.

A voluntary Interview was arranged with the suspect and her parents/guardians to discuss the offence in further detail and from the admission of guilt she was referred to **"YOS – Youth Offending Services"**. YOS will then **"Undertake the review of files involving youth offenders and taking all major decision in relation to those files and they make regular appearances in Youth Court."** CPS Youth Offenders, (2020).

Sharing information with other agencies and recording and retaining information is very important in conducting the investigation; ensuring the offender receives the fairest outcome for their offences and that the correct support is provided for them. This is all supported by:

(The CPIA Criminal Procedure and Investigations Act 1996) which **"sets out the manner in which police officers are to record, retain and reveal to the prosecutor material obtain in a criminal investigation, which will be relevant to the investigation and related matters."** (Health and safety executive - Key requirements of the CPIA)

As the suspect was referred to YOSS due to being under 18; there are several disposal methods available in which they will offer their support:

"Youth Restorative Disposal, Youth Caution, Youth Conditional Caution. Referral order for up to 1 year, Youth Rehabilitation Order for up to 3 years, Detention and training order – prison up to 2 years or a Section 91 – prison for more than 2 years".
(Brighter Futures for Children)

Legislation that can be considered when investigating this would be *(Section 37 Of the Crime and Disorder Act 1998)* **"which requires the principal aim of agencies involved in the youth justice system to be the prevention of offending by young persons"**.
CPS Youth Offenders, (2020)

This case was also referred to Social Services where information has been disclosed for their support. It's very important as a Police Constable that I adhere to the CPIA by correctly recording and retaining significant information in relation to this incident so that all agencies and professional bodies have the information required to make a fair decisions and so the correct support can implement for the female.

Total Word Count: 1660
(Referencing:62)

Final Word Count: 1598/1500.

Task 5

Personal Development Plan (PDP) / Learning Plan.

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. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Improvement of the Niche system. Niche is a joint workplace platform system between South wales and Gwent Police which is used to share information. It is used to submit: • PPN Submissions (Public Protection Notice) • Dash Forms (Domestic Abuse, Stalking and Harassment) • Statements (Victim, witness and Suspect.) • OEL logs (Occurrence enquiry log) • Linking (persons, Locations and property)	This will be achieved by continued practice and repetition. I always put myself forward to do the Niche work as I know this will be beneficial for my development. I always ensure I have my laptop with me at calls to ensure that I am continuously updating my occurrences and I have it available if I need to complete things such as statements, Sudden death forms or to use I patrol or the Storm system on the go. I have also completed practice Case files to build experience around the different files required to make up a guilty or not guilty plea file.	My tutor has been very supportive with my Niche and system and progression. He has encouraged me to challenge myself and put myself forward for difficult occurrences where Niche and the systems are heavily involved. I also feel that I have used the Beat website for guidance and templates on anything that I needed further support with as there is so much information available there. An example of this would be where I needed further guidance on a VA Voluntary attendance interview; where I was able to access	I already feel more confident with the systems and I believe this will be an on.-going learning process throughout my police journey as the systems are updated frequently; however, I feel this can be improved even further within the next 3-4 weeks with continued repetition and practice. Specifically, I'd like to focus on completing more PPNs/Dash forms and understanding what requirements are needed for each occurrence in relation to the OELs. The improvement of the Niche system is

Researching and collecting information from previous linked occurrences.		information via the Beat to help me further with this processes.	measurable as I will put myself forward for complicated occurrences and use it as much as possible. I feel this achievable and realistic to improve within the next 3-4 weeks as this system is used daily and repeatedly.
Radio Usage with the force control room and other units across the force. • Person Checks • Vehicle Checks • Creating new logs • Updating the occurrence details • Speaking with Traffic or Firearm units for advice or attendance • Speaking with sergeants for PPN approvals and occurrence updates and closures.	This can be improved by practice and repetition. Understanding the terminology and breaking down the information so that it's clear and to the point. Putting myself forward for occurrences/incidents which involve communication via radio with other departments. I will ensure that I pay attention to experienced officers when they come over the air and take learning points from how they use the radio and how they communicate.	I have had support from my tutor who has given advice on how to communicate with the important information and keeping it direct and straight to the point. I have also been given advice on asking the FCR if they are understanding so far and keeping the messages short so that we can ensure what I am trying to translate is clear. I have also been given advice on keeping the airway available for emergency's and contacting the FCR by	Radio use is a specific skill and part of my daily role and is something that is repeated several times during the duration of my shift. This will be achievable and measurable and will improve with repetition and practice and putting myself forward in my 2-2-1 tutorship phase to update the force control room as much as possible; which will build my confidence immediately. I feel that as this is such a big part of my day to day role; my confidence will improve

Understanding the different ways to contact the force control room without taking up the airtime by holding 5 on the radio and making them aware of my call status and updating them with important information.		holding down 5 via the radio. I push myself out of my comfort zone at times to go over the air and I try to do this as much as possible to build my confidence. Along with this I ensure that I listen to other officers communicating with the FCR to gain knowledge and understanding of how experienced officers communicate. I have had experiencing communicating with Traffic, Sergeants and Detective Sergeants in relation to occurrences. I have also been able to transfer to different channels depending on incidents and areas which has also gave me confidence in radio usage.	realistically daily and will be a continuous progression throughout my policing career.
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Issuing a Traffic Offence Report with confidence and understanding; whilst considering my own personal safety at the roadside. A TOR is a disposal method in which a road users' details are taken and forwarded to the main ticketing office for them to look at their road offences all together to determine the best resolution and disposal method that should be used for the offence committed. - Ensuring a full Police National Computer check is completed on the driver and the vehicle confidently over the radio with the force control room. - Completing the TOR correctly without missing out any of the relevant details.	This will be achieved by putting myself forward for the TOR's that we come across out on duty and being proactive. The more practice I get by doing the TOR process the more confidence; I will build and put the process of POC LA ROC into practice whilst also considering the National Decision Making Model and ensuring my safety at all times. Point out Offence Caution (When) Legalities Ask questions ID Report Offence Caution (Now)	I have discussed this with my tutor who has said that he will encourage me to doing more TOR processes and occurrences involving traffic offences he has given me my own TOR book to read over and get used to the more regular offences and their codes. I have now highlighted the common offences and made myself aware of the TOR book and the information required. I will have to build my own confidence in this process and put myself forward and communicate with other road users. I feel that getting familiar with the TOR log book and the codes will also build my confidence and increase my knowledge of the process. I also have support from the Traffic unit which	I aim to improve this within the next 3-4 weeks by taking on as many occurrences involving road traffic offences which I measurable as this is a common offence when out on mobile patrol. I feel this is achievable as I will be getting as much practice completing this process as possible. I feel this is a realistic time to improve and I feel that this will benefit my knowledge in road traffic policing for my future career. As this is a specific are to focus on I feel this can be improved easily with practice in this realistic amount of time.
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• Ensuring my own personal safety at the roadside by never turning my back to the driver and engaging with them whilst completing the TOR. • Following the 'POC LA ROC' processes.		I have worked alongside on occurrences; who have also given me advice on road policing and safety at the roadside. In addition to this I have spoken to my colleagues who have a stronger knowledge of road traffic policing and knowledge in relation to licences and vehicles which has also helped me expand my knowledge with different types of vehicles and traffic offences. I have also arranged to go out on one shift with a traffic officer to widen my knowledge of road traffic policing and gain more experience.	
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I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: **Jade Butterworth** (Learner - Electronic signature or type name)

Date: **05/09/2021**