

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1500
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Task 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 discuss and compare the varying coping strategies I applied to build resilience, improve wellbeing and reduce stress levels during my initial six months police training. To do this, I will be using the Borton's Reflective Model (Borton 1970)ⁱ.

What?

The journey to becoming a fully qualified Police Constable (PC) begins with six months of classroom based training, whereby we receive lessons and information on best practice procedures on a variety of topics. These topics reflect the situations and incidents PCs are confronted with on a daily basis. The lessons provide us with the required knowledge on how to deal with and process these incidents.

Due to the global coronavirus pandemic, the training was delivered in a different style, in order to align with the government guidelines. Previous intakes had seven contact hours a day, working closely with colleagues and trainers. However, our norm was to work from home, listen to recorded lectures, and hold Skype sessions to consolidate the learning received.

I believe the lack of classroom contact was a detriment to our professional development, as we were unable to fully utilise and develop our communication skills, which are paramount to the role of a PC. We didn't have the usual classroom interaction, whereby you learn from others and the questions they pose. We read lecture notes and books, rather than receive classroom lectures and discussions to solidify the information. I particularly benefit from discussion based learning, as it's implicit in the moment. This in itself was enough to increase our anxieties and stress levels. It has also been difficult in terms of developing workplace camaraderie, due to simply not being with our colleagues most days. Our intake has missed out on the social aspect of a new job, which is important when starting a new role.

So what?

I felt such dread prior to the first exam, regularly worrying about how I was going to memorise all the required information. Looking back, I experienced some form of 'text anxiety', in that I felt anxious and afraid of failure in the run-up to the first exam. According to H. Yusefzadeh *et al* (2019, p250), "Test anxiety before and during exams has a significant impact on the performance of students"ⁱⁱ. This finding is alarming, however not surprising. As a result of my own mind being pre-occupied with stressful thoughts, I initially struggled to concentrate on revision and wasn't able to think clearly. But I was determined to overcome and control

my anxious behaviours, in order to pass the exams and succeed. I considered physical activity to help with my anxiety, Panedo and Dahn (2005) discuss there is, “a growing literature suggesting that exercise, physical activity and physical-activity interventions have beneficial effects across several physical and mental-health outcomes.”ⁱⁱⁱ This indicates how taking care of your body is an important element of mental health. I therefore turned to yoga, walking, and cooking in order to calm my thoughts, build resilience and minimise stress. I will discuss and compare these coping strategies:

To alleviate my feelings of not being in control, I decided to trial yoga as I had heard it is a good stress reliever. My partner is a huge advocate for yoga and recommended I partake in the ‘Yoga with Adriene’^{iv} 30 Days of Yoga Challenge on YouTube, to practice yoga every day for 30 days.

I believe yoga is an effective mindfulness tool, because I concentrate on what I’m doing in that particular moment, paying close attention to my breathing. Yoga enables presence in the moment, which prevents worrying about the past or the future. Newlyn (2020) explores the concept of truthfulness and honesty in yoga practice^v; yoga is about being honest in your thoughts, consciously focussing on the details of your own movement and behaviour in every moment of the practice. As the days passed, I found myself looking forward to yoga, as it was a chance to be present in the moment and forget about the stresses of work for a little while.

In the same way, following a new cooking recipe, provides welcome respite as you are concentrating fully on the task in front of you. Following a recipe step-by-step and focusing on the measurements, chopping, adding spices and herbs and so forth, allows you to forget about the stresses of the day and it centres upon passion. I have always enjoyed cooking and discovering new recipes and ingredients, however, during lockdown cooking has become a highlight. As our daily activity was limited, a trip to the shops, followed by the creation of a dish brought an element of normality to life.

Both cooking and walking were activities we were still able to enjoy during lockdown. In terms of keeping fit and sports, I normally play netball and rugby, however during the coronavirus pandemic I have been unable to enjoy my usual team sports and have adapted. I viewed walking as a good alternative - a low impact cardio activity, which is good for your health and wellbeing. Morris and Hardman (1997) argue that “walking is the nearest activity to perfect exercise”^{vi}, and I couldn’t agree more, as it felt so good to move and it maintained my fitness levels, whilst unable to play competitive sport. After a walk, I always felt fresh, and equally, after each session of yoga, I felt re-energised, ready to tackle the next topic on my revision list. Even though I only did thirty minutes of yoga each day, the results were evident – I felt happier and healthier. C. Smith et al (2007) found that yoga can help minimise anxiety and stress, and also improve quality of life^{vii}, and I agree, I can now see how yoga has so many positive connotations of calmness and stress minimisation.

Moreover, it is common knowledge we should all be aiming for at least 10,000 steps a day, and when you are revising for exams this can sometimes seem like an impossible task, however I made the effort to go on an hour’s walk at least four times a week. I never regretted a walk, I always felt accomplished after it and felt it was a good stress reliever. Similarly, I experienced a sense of accomplishment in cooking, but in a completely different way to walking, after following a new recipe and creating a new dish, especially if it tasted delicious! Cooking gives me such joy, I believe doing something you are passionate about whilst leading a busy and relatively stressful life is extremely important, otherwise work will take over all aspects of your life.

Undoubtedly, yoga has also encouraged me to set goals, such as to improve my flexibility and core strength, so that I may build on my ability to hold certain poses. I initially found the 'crow pose' of particular difficulty, however with continued dedication, effort and time I am now able to hold the 'crow pose' for 10 seconds. Grohol (2018) suggests that self-awareness and setting reasonable and realistic goals are extremely important for building resilience^{viii}. Similarly, cooking also encourages goal setting. Upon discovering new and exciting recipes online or from my cookbooks, I bookmark the recipe with intention to re-create it as soon as practicable. I tend to derive inspiration from online social media profiles such as Deliciously Ella and Matt Pritchard, and am a huge fan of plant-based cooking and chefs.

Furthermore, walking also encourages a different type of goal-setting, in the intention to explore different areas. I love taking in new views and sights resulting in stimulating and exciting walks. I have discovered new areas of Cardiff that I didn't know existed, this is a wonderful feeling and makes you appreciate the little things. Walking provides time for reflective thinking and gives me perspective. I feel grateful for my health, and the ability to go on these walks, as for some, lockdown is a permanent reality, of being house-bound.

Occasionally, I combined walking with a social activity. When the guidelines would allow, I'd plan a route then meet with a friend outdoors, to have a socially distanced catch-up over a walk. During the pandemic, lockdown has been isolating and so it has been very important to get as much social interaction when possible. In contrast, yoga is an individual activity, but I have enjoyed the solitude and the opportunity to appreciate my own company.

Now what?

Upon reflection of my initial training, during an unprecedented global pandemic, I have developed exceptional coping and resilience strategies. Due to my continuous use of these strategies, my stress levels decreased, my concentration levels increased and I managed to succeed in both exams.

In comparing all three strategies, all three hold the same purpose, but achieve it in varying ways. Walking and cooking have both provided me with feelings of accomplishment, whilst yoga in comparison is very slow paced and centred upon self-nurture. Both walking and yoga is exceptionally good for you in so many different ways, in terms of physical health and mental wellbeing, all with minimal effort.

I thoroughly enjoy all three activities, and have found that making time for things you enjoy during a pandemic, and also during times of continuous assessment and examination is of upmost importance, and exceptional for good mental wellbeing.

Going forward, into the next stage of my training, I endeavour to incorporate all three coping strategies into my weekly routine in order to minimise as much stress as possible, and to continue to build resilience, to avoid feeling overwhelmed and not in control.

Word Count: 1,588 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 discuss an incident involving conflict, whereby a female, detained under the Mental Health Act 1983, refused to see a medical professional. I will reflect on my application of the various communication fundamentals and will discuss the process and actions which lead to requiring officer use of force. To do this I will be using the Borton's Reflective Model (Borton 1970)^{ix}.

What?

An officer call for assistance was made, which meant a colleague, who was dealing with an incident, required more police units to attend to provide assistance.

As we were already in a police vehicle, we immediately drove to the location to provide assistance to our colleagues.

Upon our arrival, I saw officers placing a young female into the cell of a police vehicle. An officer requested my colleague and I follow his vehicle to the hospital to provide further assistance at the hospital. He explained he had sectioned the female, under Section 136 of the Mental Health Act^x (MHA), as it was reported she had swallowed 10 anti-depressants. The initial 999 call also stipulated she was going to her flat to stab herself and end her life. He informed us she's been extremely difficult, awkward and volatile.

Section 136 of the MHA allows a constable to take a person who he believes to be suffering from a mental disorder to a place of safety, in this instance a hospital, as she required urgent care, as she had swallowed numerous tablets.

At hospital, it was necessary for police to remain with the female, as she posed a risk to herself. We opened the doors of the vehicle for the female to exit the cell. She was lying down on the floor of the cell refusing to move. She was in handcuffs, cuffed to the rear. She did not respond to any of our initial calls. From my observations, she was clearly breathing, I could see her chest raise up and lower down.

I called the female by her first name, introduced myself in a calm manner and told her we are here to help her. I clearly informed her we had arrived at the hospital for the purpose of an initial medical assessment, as we received a report she'd taken ten tablets. She was requested to stand up and walk over to the hospital on several occasions, however she was not complying and not engaging with officers.

I reminded her several times she was not under arrest, rather that we are trying to help her. Hospital staff attempted to speak to her however she was not engaging with anybody. They also brought a wheelchair over, in the hope the female would sit on it for transport into the hospital, however she refused.

So what

I felt we were getting nowhere, our presence wasn't enough to positively influence her behaviour. The female was passively resistant by ignoring everyone, and 'playing dead'. To overcome this, I referred to my officer safety training where we were taught to utilise the five step approach in incidents of resistance, whereby the resistant individual is offered five opportunities to comply with officer demands prior to resorting to physical action (ACPO 2005)^{xi}.

I gave her options, stating she either stand up independently and walk to the Emergency Department, or she will be physically lifted by officers and transported there. I explained the sooner she is seen by a doctor, the sooner we will be able to leave the hospital, demonstrating a possible positive outcome if she were to listen.

By this point, she became hostile, and shouted she doesn't want to see a doctor, stating she doesn't need one.

The information I held at that given moment is that she had potentially taken a life-threatening dose of tablets, intending to end her life. I considered Article 2 of the Human Rights Act 1998^{xii}, the right to life. The Equality and Human Rights Commission states where public authorities make choices that could place a person's life in danger, we must recognise their right to life (2018)^{xiii}. This can be interpreted as having an obligation to protect the right to life.

I resorted to giving her one final warning by saying, "Is there anything I can reasonably say or do to make you comply with my instruction and co-operate with us?" She shouted, "NO! I'M NOT MOVING!", and became belligerent.

As she chose not to listen, and all communication avenues had been exhausted, we had to take action due to the urgency and time-sensitivity of the situation. To protect this female's

life, use of force was deemed necessary to take her into the hospital to receive medical attention, otherwise she could potentially die from the overdose.

The College of Policing recognises that section 136 MHA does not include the word 'arrest', however, there is a preserved power of arrest under Schedule 2 of the Police and Criminal Evidence Act 1984^{xiv}, which means reasonable force may be used for the purpose of removing the individual to a place of safety (2016)^{xv}.

My colleague and I picked her up by her arms, however she was acting intentionally limp, which made her difficult to carry. I demanded she walk on her feet, so that we wouldn't have to carry her. She was being exceptionally awkward, and would not assist us, nor walk with us towards the hospital entrance.

My colleague was getting frustrated, and slightly increased the level of force to guide the female towards the entrance to the hospital. As we walked into the entrance, the female began to scream and lash-out. I felt conflicted and uncomfortable using force on a young female in front of so many in the waiting room, however I had to overcome this feeling as I needed to protect myself, my colleagues, the public and the female. Hospital staff said it wasn't appropriate to have her behaving like this in the waiting room, therefore led us to a private area.

The female was obstructive, actively resisting and kicking. As a result of her behaviour, greater use of force was required to control the situation. She kept screaming to let her go. As this was my first time using force on an individual, internally it felt quite difficult and unnatural. However I knew it was justified in the circumstances, as per the Code of Ethics use of force standard of behaviour, whereby force must only be used where it's necessary in the circumstances (College of Policing Ltd, 2014)^{xvi}.

We tried to get her to sit down, however she refused and purposefully resisted. At which point, she lost her balance and fell onto the floor. She kicked her legs and due to her aggressive behaviour and unpredictability, she had to be restrained again for the purpose of our safety. I referred to my use of force power under common law, the case of R v Williams [1983] sets out the right to self-defence, whereby reasonable force may be used to protect oneself^{xvii}. No one goes to work to be assaulted, therefore we must take all precautions necessary to protect ourselves.

Further, Section 76 of the Criminal Justice and Immigration Act 2008^{xviii} solidifies our power under common law. The College of Policing refers to Section 76 and explains the amount of force used is to be judged in the circumstances, we must consider the context of the situation (2013)^{xix}.

She was restrained on the floor, we held a limb each to prevent her from lashing out. She continued to push and pull away, shouting and screaming. We explained we didn't want to restrain her, but if she continued to act in such a ways, we'd have no choice but to restrain her as we have to protect ourselves and also to protect her too.

From my observations, she was intoxicated, her eyes were glazed, her cheeks red, and she was imbalanced. I could also smell alcohol on her breath. According to Bushman and Cooper (1990), there is a correlation between alcohol and aggression^{xx}, which explained her hostile behaviour.

She would occasionally remain very still for a few seconds, then physically lash out again.

Joel Rosenberg (2011 p52-54) refers to Colonel Jeff Cooper's Colour Codes (1989), the Cooper Colour Code scale shows differing colours, each colour represents differing levels of awareness when responding to incidents and threats^{xxi}. Referring to this scale, I had shifted from the 'orange' state of detecting and evaluating a threat, to now 'red', whereby I was engaged and dealing with the threat.

Now what?

She kept angrily shouting, stating she didn't need to be at the hospital and didn't need a doctor. In response to her shouting, I spoke in a calming tone, hoping to diffuse the situation, as this cycle was unsustainable. I told her we want to help her, and the doctor wishes to help too, but she must start listening to us. The Betari Box illustrates how human behaviour and attitudes largely relate to and influence each other; my attitude affects my behaviour which affects your attitude which affects your behaviour, and the cycle repeats (Mind Tools, no date)^{xxii}. Mulder (2018) states, "It's about action-reaction patterns", and discusses reciprocation of behaviour^{xxiii}. For example, if someone is being kind and caring, I personally find it difficult to respond nastily.

After a few minutes, she eventually stopped resisting. She took a few deep breaths, I asked whether she was ready to work with us and listen. She said she wanted to go home, and told us to let go. She then began to cry. The situation was finally calming down. I tried to empathise with her, stating I can see it's a frustrating situation, but everyone here wants to help her and ensure she gets seen by a medical professional. I said the sooner we start listening to each other the better it will be for her as we won't have to restrain her.

We negotiated and offered to let go, if she would be willing to sit on the seat calmly. She agreed, therefore we placed her on the seat. We waited a minute before letting go, ensuring she had calmed down slightly. We let her go, I stepped back, and maintained a distance, to afford me time to react in case she were to lash out again.

She sat quietly, murmuring she didn't want to see a doctor. As it was a calm atmosphere, I wanted to slow things down and connect with the female, to try and understand the situation from her perspective. By this point, I didn't feel it was necessary for all four officers to be present in the room, therefore one of the male officers left, making the situation less intense.

I asked the female why she didn't want to see a doctor. She didn't say anything. Mehrabian (1972) suggests 55% of all communication is non-verbal; whereas the tone of voice makes up 38%, and what we actually say make up 7%^{xxiv}. Due to the importance of non-verbal communication, I sat down so I was sat at her eye-level. I utilised open body language, sitting in a laid-back and informal way whilst maintaining a comfortable distance between the two of us. I felt this created a relaxed atmosphere.

We sat in silence for a while, I occasionally asked her completely unrelated open questions, in the hope to lighten the situation and build rapport. She took to this well and answered all questions. When she spoke I nodded and made eye contact, to show her I was actively listening and taking an interest in what she was saying. I also tried to find some shared interests, such as TV programmes we both watch, to show common ground. I felt I had lightened the mood.

After a short while, I tried to be honest with her, I said we've been told she's taken an overdose, and it's not as straightforward as sending her home. She repeated she was ok, and didn't need a doctor. I explained that due to the fact we aren't medical specialists, a qualified professional needs to assess her for a medical sign-off. I said she would also need to be seen by a psychiatric specialist. She said she wants to go home. I asked her whether she understood what I had said, she confirmed understanding. I applied the principle of "honesty" from the Policing Code of Ethics^{xxv}. I wanted to manage her expectations, and not pretend the matter would be dealt with quickly and efficiently, I was realistic with her, and the fact it wasn't an easy quick fix. Through honesty, she trusted me in return, building a co-operative relationship.

I calmly turned to her and said we are responsible for her care at the moment, and we are very concerned for her wellbeing. I explained she isn't under arrest, she's not in trouble at all. I explained she unfortunately doesn't have a choice in the matter, she will remain at the hospital until she is seen by a doctor. At this point, she didn't refuse, she just stared at me in silence. Reflecting on my application of principles as stipulated within the Policing Code of Ethics (2014)^{xxvi}, I applied the principle of "openness", I openly explained our role in this situation, and was transparent in our decision-making. I also demonstrated "leadership", in reminding her of her detainment, and that she was obligated to stay in the hospital.

She wished to leave the hospital and go home, so I told her the sooner she sees the doctor, the sooner she will be able to leave the hospital. I demonstrated patience, by saying she doesn't have to see a doctor right now, but to tell me when she's ready.

A short while after, she stated she was ready to see the doctor and we were finally able to proceed. She received a medical assessment, followed by a mental health assessment, where appropriate referrals were actioned. She was later released with capacity. As per force policy, I submitted a use of force form, which records any use of force applied on any person on the management system, ensuring transparency.

Conclusion

Upon reflection, this was a difficult situation for me to deal with, as I hadn't dealt with the female from outset, I was introduced as an assisting officer. I felt this put me at a disadvantage, as I couldn't build rapport with her from the outset. I came into the situation and had to use force almost immediately into my involvement, which probably fuelled her aggression and belligerence. However, it was necessary to manage the situation in order to protect myself, other officers, to prevent the female's escape and mainly to prevent harm to the female.

We were stuck in a vicious behavioural cycle, her anger reflecting our force was unsustainable. I remember feeling disbelief and a lack of understanding as to why she wouldn't co-operate with us, and simply see a medical professional, as this was the most logical and easy outcome for her. Upon reflection, her emotions were clearly taking over. Jung, N et al (2014) suggests emotional state can influence logical reasoning^{xxvii}; I believe the female was acting on her impulses, rather than reasoning with herself.

When an individual is irate and stressed, it is exhausting for the individual, therefore eventually they will de-stress slightly. When she began to calm down, it was at this point I was able to take positive action. I was able to hold a conversation with her, be impartial and start from scratch. Finding some common ground and interests worked for us, building rapport and trustworthiness. At this point we broke the vicious cycle and were able to progress and move forward, finding solutions that worked for everybody. Speaking in a calm and controlled manner, explicitly stating her behaviour was working to her own detriment,

making her realise the longer we would wait to see a doctor, the longer she would have to wait at the hospital. I think this realisation was key, and was only able to be communicated to her once calm and rational to ensure understanding.

It was a difficult and frustrating situation, I felt we weren't going to progress, however, this task has made me realise I need to try and calm and diffuse emotions from the outset. If someone is behaving erratically, they need time to process their emotions and calm down. It is at this point, intervention will most likely be successful.

Word Count: 2,749 words

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 talk to you about a hate crime based on sexual orientation, whereby I played a significant role with the victim during his contact with the criminal justice system. I will reflect on my responsibilities, and the various procedures and policies to follow in relation to hate crime and victim support. To do this I will be using the Borton's Reflective Model (Borton 1970)^{xxviii}.

What?

I was allocated an incident to review and action. The report spoke of threats and homophobic remarks. Firstly I rang the reporting person to introduce myself as the officer responsible for their case, plus to establish details surrounding what happened.

The male over the phone spoke at a very fast pace, and I found it difficult to note everything. I caught parts of what he was saying, the incident related to verbal threats to injure the victim, combined with directed homophobic remarks, all occurring in a public place. The victim stated he suffers from anxiety, and paranoia, he also feared for his own personal safety. Due to the homophobic remarks, threats and its impact on the victim, I established a public order offence may have occurred.

I took what he was saying seriously, and invited him to the station to provide a statement. I felt it would be much more suitable discussing the matter in a controlled environment, rather than disjointedly over the phone. He said he was concerned about writing the statement, due to his dyslexia, at which point I re-assured him stating I'll be writing the statement, based on what he tells me.

During witness interview, I made sure he was comfortable and offered him a hot drink. I confirmed it was ok to call him by his first name and obtained his personal/contact details. I asked whether he had given a statement before, to which he said he hadn't therefore I set out the process and expectations. I stated he is here to provide a statement, as he has been a victim to a public order offence of fear or provocation of violence under Section 4 of the Public Order Act 1986^{xxix}, this is his opportunity to provide a full account in relation to the incident. I explained my role, in that I gather as much information and evidence as possible, which may lead to a prosecution. I stated I'd allow him to give an initial account, without interruption, whilst I note-take. I explained I'll need to clarify some sections and probe for further information as these statements need to be extremely detailed. We'll both then check the accuracy of the information provided, before obtaining his signature on the formal statement.

I also explained the perjury clause, in that it must be a true and accurate statement. I told him if at any point he needed to take a break, to just let me know. I also asked him to confirm he had two hours to spare, as this process can take time.

Lastly, I asked him whether he had any special requirements that the police or the court need to be aware of, he confirmed other than his dyslexia there was nothing to report.

Initially the victim gave me background and context that lead up to the public order offence. The offence was in addition to previous incidents, which have all stemmed from the breakdown of a sexual relationship between the victim and his partner. Unbeknown to the victim, his partner also had a girlfriend, who later became pregnant. Their relationship ended immediately upon this discovery.

The victim's ex-partner's brother found out about their homosexual relationship, and has since threatened to assault the victim, specifically to break the victim's jaw. He also directed insulting, offensive and abusive homophobic remarks at the victim. The incident caused the victim great apprehension that violence will be used against him.

I referred to the 'listen, empathise, ask, paraphrase and summarise' LEAPS mnemonic, a communications acronym which provides a structured approach towards enabling comprehension between two parties (University of Warwick 2019)^{xxx}. As he spoke, I nodded, and made appropriate eye contact, demonstrating I was listening and he had my full attention. Although I was listening attentively, I missed certain parts as he spoke so quickly. I asked questions to clarify information, and paraphrased the information to

confirm a mutual understanding. I summarised the information he had given me to ensure accuracy. I also continually encouraged him by saying he was doing well, encouraging further sharing of information/detail.

He was visibly affected by this incident, I could sense a high level of nervousness. I therefore allowed him to speak about the emotional effect this incident had had on him. He said he's been having trouble sleeping and the incident has affected his day-to-day routine. He fears for his own personal safety. He's now scared to leave the house, unless he has a friend or family member with him, in fear of an attack. He also reminded me he suffers with anxiety and paranoia.

I empathised with him, and said his feelings are natural and to be expected. I explained there are specialist agencies who can give additional help and support. I asked whether he'd consent to his details being passed on to support agencies, and he was very open to this. I stated I will submit a public protection notification (PPN) form in relation to his mental health issues. A PPN form summarises the vulnerabilities of an individual which is then used to establish risk level, and is shared with various partner agencies to provide further help and support.

I also submitted a Victim Focus referral form on his behalf, as he seemed so affected by the crime. South Wales Victim Focus (2020) are able to provide specialist support and assistance to the individual in the aftermath of being a victim of a crime^{xxx}. I also suggested in the meantime, he speak to his friends, or family, as talking can help.

I spoke to him about the possibility of court attendance, he seemed apprehensive at first. I explained if a statement is submitted to the police, there is a chance the matter may end up in court, where cross-examination will occur. He appeared quite intimidated and nervous and I empathised and appreciated it's a tough situation. I explained the police can apply for 'special measures', the Crown Prosecution Service (2020) describes them as aids to assist individuals in giving their best evidence^{xxxii}.

To establish whether the victim was entitled to this enhanced service, and in turn be eligible for the special measures, I undertook a 'victim needs assessment' as per a requirement under the Victim's Code (Ministry of Justice 2015)^{xxxiii}. I had identified he was potentially classed as an intimidated victim, as per Section 17 of the Youth Justice Criminal Evidence Act^{xxxiv} due to the suspect's behaviour towards the victim. I considered applying for special measures.

Based on the impact this incident had on him, he was also entitled, under the Victim's Code (Ministry of Justice 2015)^{xxxv} to submit a 'Victim Personal Statement' (VPS). The VPS is an additional and separate statement whereby you speak solely about the impact the crime has had on you. It's an opportunity to state how being a victim of a particular crime has affected you emotionally, psychologically, physically, financially and so forth. The VPS can be read out to the court at the trial, and the contents of the VPS will be considered by judges to inform decisions on sentencing and bail (Royal Courts of Justice, 2013)^{xxxvi}. It provides victims with a voice in court. He said he would be very interested in submitting at a later date. I gave him the 'Making a Victim Personal Statement' leaflet^{xxxvii} which provides a thorough explanation of the opportunity. I also directed him to the Victim Support website, which sets out information on the aftermath of reporting a crime, for expectation purposes.

In the end, I showed him my appreciation for his attendance to provide a formal statement, and thanked him for his time. I informed him of the next stage in the process in that we'll make enquiries and investigate the matter. I established how often he would like to be updated, and via what means – he requested to be updated as and when there was a milestone in the case, plus to contact him on his mobile number, as required by the Victim's Code (Ministry of Justice 2015)^{xxxviii}. I also gave him my work mobile number, in case he felt he had forgotten something in the statement, or had any questions. I referred him to 101 if he had any further problems to report, or 999 in case of an emergency. I then asked him about his plans for the rest of the day, to put his mind at ease and to get him to focus on something different. He thanked me for my time.

The whole process lasted hours, and I felt I had allowed his voice to be heard. I was patient and did not rush him, I also gave him an opportunity to speak about his feelings. Hate crime is not acceptable in our society, and I wanted to demonstrate the police take this very seriously. I felt we had created a very good rapport, as I had maintained professionalism, upholding the importance of equality and diversity of the policing code of ethics (College of Policing Ltd 2014)^{xxxix}.

In explaining our next steps in the process, I demonstrated the police take positive action in relation any form of discrimination, and that we will deal with the matter immediately, displaying the urgency of the situation. This is something I feel very strongly about, no person should become a victim of crime because of their sexual orientation. However, I must remember as a police officer I am meant to remain impartial, and gather evidence and information and not allow feelings to overwhelm my actions, although it is important to display empathy.

So what?

A hate crime was identified in the circumstances above, as per the following definition given on the Crown Prosecution Service (CPS) website:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity." (CPS, no date)^{xl}.

If any person, including victim or officer, believes the occurrence to be a hate crime, then it is, and I believed it was in these circumstances. Therefore an investigation was initiated into a Section 4 public order fear and provocation of violence offence, believed to be motivated by hostility or prejudice, towards the victim's sexual orientation.

In order to understand LGBT experiences of hate crimes, Stonewall (2017) commissioned a report into the lives of members of the LGBT community and the discrimination they face. The report found in 2017, four out of five victims did not report their experience of a hate crime or incident to the police, in fear they wouldn't be taken seriously^{xli}. This is concerning, and I will endeavour to take all reports of hate crime seriously, as I care about victims and their wellbeing, but also to uphold the police image, to increase public support and cooperation.

With the investigation underway, I instructed the neighbourhood policing team to conduct CCTV enquiries in the location of the offence, to see whether we would capture any sort of verbal confrontation between two males. The team identified numerous CCTV

opportunities in the area, however unfortunately some of the council-owned cameras in the area were broken, and the remaining possible shops only covered their own entrances, rather than the public road area, where the incident supposedly took place. The neighbourhood team also conducted a reassurance visit at the victim's address, and explained the officer responsible is making enquiries to speak to the suspect. During this visit, the victim was updated that the CCTV enquiries came back as negative.

Whilst enquiries were made to speak to the suspect, I completed the 'violent action crime plan' on the case management system as per force policy. The plan is a visual checklist guiding and prompting us on action we can take in relation to any crime that has a violent element to it.

A hate crime risk assessment was also completed in order to assist decision-making. It's a risk calculation based on a series of questions to establish the level of risk a victim of hate crime may face. In this instance, the victim was classed as a standard risk. Standard risk classifications result in regular updates with a supervisory on the matter, plus a notification to the local Hate Crime Officer (HCO), who is responsible for providing additional specialist advice, support and re-assurance. I notified the local HCO, who then made contact with the victim, via a telephone call and sent a 'victim of hate crime' letter of support to the victim. The letter provided the victim with contact details for the HCO for the purpose of further advice and support. The victim was also signposted to specialist hate crime support services, such as Umbrella Cymru, Stonewall Cymru, Victim Focus for Hate Crime Victims. It also set out prevention/personal safety advice.

The suspect was interviewed under caution in relation to the matter, whereby he denied any involvement in the offence. He stated he was not in the area at the time, and was at work. He confirmed he was working alone that day.

The same day, the sergeant reviewed all available information, and decided it was the victim's word against the suspect's. There were no witnesses to the incident, there is no CCTV or audio recording of any threats made. The victim statement was not enough alone. This, combined with the suspect denying the offence, meant there was insufficient evidence to support a charge, as the burden of proof to successfully prosecute is high. It was decided there was not sufficient evidence available to provide a realistic prospect of conviction. The suspect was later released without charge.

Now what?

As per Victim's Code (Ministry of Justice 2015)^{xlii}, the victim was provided with a final update in being advised the suspect had been interviewed under caution, and the suspect had been released without charge. I explained due to the evidential difficulties as stipulated above there will be no further action in relation to the matter. I re-assured him that he'd done the right thing in coming to the police, there is now a record of the complaint on the system. I advised him if a similar incident were to happen again, to try and go into a shop or somewhere else with CCTV, or witnesses so it's captured in evidence.

He stated he hasn't received any contact or trouble from the suspect since his contact with the police. He said he is now comfortable in leaving the house and going for a walk. He confirmed police had conducted a re-assurance visit and he'd received a letter/leaflet in the post (victims of crime leaflet). He thanked me for my time, and was grateful for the contact. I told him to contact police again if anything else happens on 101 or 999 if an

emergency. In explaining the rationale behind our decision to not charge the suspect, I demonstrated transparency, by being completely open and honest with him, which in turn results in a trusting relationship with the police, he will now feel most comfortable reporting any future matters to the police again.

Upon reflection, I upheld the policing value of “public service” throughout his contact with the police (College of Policing 2016)^{xliii}. I covered every potential investigative avenue of his case, obtained complete information from him, and thoroughly researched the law to ensure the accuracy of my approach. I gave him an understanding of the criminal justice process, and ensured throughout our contact he felt heard, and that he was treated with respect and dignity.

Improvements required for next time would be to manage expectations, as I intimated the matter may go all the way to court. Next time, I must be more realistic from the outset, and through doing this, I will be able to prepare the victim for a worse outcome, due to the high burden of proof in the criminal court.

Word Count: 2,735 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay, I will discuss a criminal damage incident whereby I played a significant role in the management of an offender. I will reflect on the process of my decision-making during

the incident, referring to the National Decision Making (NDM) model throughout. The College of Policing (2013) describes the NDM as a structured tool for simple, rational and logical decision making in policing situations, resulting in decisions which stands up to scrutiny^{xliv}. The model encourages consistent, justifiable and a legally correct means of thinking through a situation. To do this, I will be using the Gibbs' Reflective Model (Gibbs, 1988)^{xlv}.

Firstly, I will describe the situation, a report of a disturbance at an address was made to the police. An ex-daughter-in-law arrived at the victim's property unannounced, banging the front door, and screaming for the victim to open the door. The call also mentioned some damage. My colleague and I accepted the call and made our way to the address. Whilst driving to the incident, I gathered as much information as possible by checking the policing database on my mobile to establish the names of the parties involved, and to see whether the suspect had any warning markers on her, which she didn't.

Upon our arrival at the address, there was a female standing near the victim's home address. The female, who I now know to be the suspect, approached us, and seemed puzzled as to our attendance. We confirmed her identity as the ex-daughter-in-law. We explained we'd received a report of a disturbance and damage and we were conducting enquiries. She realised we were attending in relation to her actions, she became upset and cried. She explained the victim did not open the door to her, even though she clearly needed to speak to the victim. She resorted to shouting through the letter box, at which point the dog, who was inside the property, jumped up at the letterbox and gave her a fright, which caused her to step back and kick the door in frustration. She admitted kicking the door, but went on to state no damage had occurred. She was crying uncontrollably and it felt there was more to the incident than initially thought.

Due to the initial report of damage, I went to speak to the victim to establish what had happened. My colleague stayed with the suspect to obtain some further information. Approaching the property, I conducted a visual inspection of the external face of the house to see whether there was any evident or visual damage. I saw muddy boot marks on the front door, but I couldn't see damage.

I knocked on the front door and asked whether I could come in. She consented to me entering her home. The victim was grateful for our attendance in relation to the matter.

With the first stage of the NDM in mind, I asked her to tell me what happened in order to gather as much information and intelligence as possible. Whilst listening attentively, the victim explained her son and her ex-daughter-in-law are no longer together, they've had numerous issues and they did not end the relationship on good terms. I asked probing questions in relation to this, to encourage her to be forthcoming with information.

The victim said she also doesn't have a good relationship with her son, and he does not live at her home address. Even though she seemed calm in her demeanour, she was visibly nervous and distressed in relation to the incident. She said she doesn't want anything to do with her son's relationship with his ex-partner, but she keeps getting dragged into it unwillingly.

She said the suspect had come to her home, banging on the door, shouting and screaming to let her in. The victim said the suspect mistakenly believed her ex-partner (the victim's son) was at the address, but he wasn't at the address. The victim continued by stating the suspect

was shouting, and resorted to kicking the front door, causing damage. At which point, she rang the police, as an offence had been committed and she didn't want the suspect outside her home any longer.

She directed me to sight the damage. I saw the internal window pane of the door had broken off and was on the floor. Due to the muddy boot marks present on the external side of the door, and the suspect's admission to kicking the door, I believed the suspect may have caused the internal damage due to her kicking. The pressure of the kick(s) could have been enough to cause the window pane to fall off. I took photographs of the damage. With the investigation in mind, I asked the victim whether the suspect had any permission to cause damage to the door, the victim confirmed she did not.

I felt confident I'd asked plentiful questions and conducted sufficient observations. At this point, I referred to the NDM, and considered my powers and policies. I established grounds to arrest for the offence of Criminal Damage, under Section 1(1) of the Criminal Damage Act 1971^{xlvi}.

I communicated clearly with the victim, stating as damage had been caused, we will go and arrest the suspect and take her down to custody for interview. I told her we will return later in the day to obtain a witness statement from her. She was satisfied we were taking her complaint seriously and taking positive action in relation to the matter.

I felt I'd given the victim a good service, by maintaining professionalism throughout and actively listening to everything she had to say in relation to the matter, and represented the police service in a positive light.

I showed my colleague images of the damage, to make him aware of the situation. My colleague quietly informed me the suspect had disclosed she had been a victim of assault by her ex-partner earlier that morning. I then felt conflicted having received this information, however due to the damage caused, I knew this had to be investigated. I decided to effect the arrest utilising my power, which is stipulated under Section 24 (2) of the Police and Criminal Evidence Act 1984^{xlvi} (PACE).

At this point, I turned to the suspect, and explained due to the interior damage caused, combined with the boot marks on the door and her admission to kicking the door, she was being placed under arrest for criminal damage. She said she wasn't denying the kicking. I cautioned her. I explained the arrest was necessary to prevent any further damage to any property. She was compliant throughout the arrest, however through my own observations I could tell she was extremely distressed - she was visibly shaking and continuously crying, her breathing pace also increased. As a result, I was very patient and calm with her, and explained she will be able to give her own account during interview, to assist us in establishing exactly what's happened.

Referring to the NDM, I conducted a threat assessment, analysing potential harms to myself, my colleague and the suspect. As the suspect was distressed, her behaviour could be unpredictable, I therefore considered my power to search under Section 32 of PACE 1984^{xlvi}, to search for anything she may have in her possession that she could use to harm herself, us or anyone else.

This was an appropriate strategy, therefore I explained to the suspect I needed to conduct a safety search on her. I asked whether she had anything on her that may cause either her or myself harm, she confirmed she did not. I searched and she had nothing on her. I

conducted a risk assessment of the likelihood of harm occurring and classified the level of risk as low.

Due to the low level of risk, combined with her compliance, and distress - I did not place her in handcuffs, as it did not feel appropriate or necessary. We then placed her in the cell of the police vehicle in order to escort her safely to custody. After I shut the cell door I could hear her crying.

During our drive to custody, I conducted an initial evaluation of the incident. Based on the complaint of damage, combined with the information and evidence available, I was satisfied there were enough grounds to suspect the offence of criminal damage had been committed, and therefore as a result, an investigation would be conducted.

I gave legal consideration to the Criminal Procedure and Investigation Act 1996^{xlix}. The Code of Practice under Part 2 of the Act defines a criminal investigation as,

“an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it. This will include: investigations into crimes that have been committed...”^l.

The College of Policing (no date) states an officer is classed as an investigator for the above purpose^{li}. The College of Policing (2018) describes the Professionalising Investigation Programme as a developmental programme which improves the professional competence of all PCs/police staff who are tasked with conducting investigations^{lii}. It results in consistent trainings across the board, and I am PIP Level 1 qualified.

The Code of Practice also places a duty on police to record, store and handle all information gathered during an investigation securely^{liii}. The police keep appropriate and useful records, in line with the South Wales Police confidentiality policy. In the current case, I recorded and retained all relevant information on the police case management system.

However, reflecting upon the arrest itself, I was unsure whether this was the most suitable action, especially after the suspect's report of an assault. She also disclosed it was her ex-partner that assaulted her, indicating she might be a victim of a domestic violence common assault. Her behaviour, plus her disclosure suggested she is potentially vulnerable, due to her domestic circumstances.

Analysing this matter further, my understanding of why the suspect committed the indirect damage was due to her emotional state - it was an emotional response to what she had experienced earlier that day.

I discussed the above with my colleague and we were both in agreement that continuing with the arrest was not suitable or necessary. Taking a potentially vulnerable domestic violence victim to custody was not appropriate. I conducted a check on the police online database source to establish whether she had any previous involvement with the police, this was a negative result.

I referred to the NDM to identify further options and contingencies. Based on the available information and the low level risk, I considered de-arresting her and taking her to the police station to conduct a voluntary attendance interview in relation to the damage. The value of the damage was below £5,000.00, it wasn't an indictable offence, therefore a voluntary interview felt appropriate. After the interview, we'd take a formal statement from her in

relation to the assault, plus give her an opportunity to disclose the domestic history of her relationship with her ex-partner. We would then investigate the assault as a separate, but linked incident.

We consulted our sergeant over the radio, who authorised the de-arrest. Referring to the NDM, I then took action based on this strategy.

I released the suspect from the vehicle, and de-arrested her, and took her immediately to the police station to be voluntarily interviewed. We explained it's called voluntary attendance and she will be coming in on a voluntary basis. I told her I had checked the police systems and noted she hasn't previously been in trouble with the police. We said we'd conduct an interview in relation to the criminal damage, after this we'll take a statement from her in relation to the assault, then take the investigation from there. She was grateful, but seemed distraught. I re-assured her saying she'd done the right thing in telling us about the assault, and now that the police are aware we will be able to help her.

Upon evaluation of the potential impact of bias on decision-making, the police must be professional at all times, and we cannot be biased. We must remain impartial, open minded, and remember the duty of care we hold. By being biased towards a person or group of persons, it will give rise to decisions not being made objectively, and will result in the public losing confidence in the police.

Upon review of the current incident, I supported the suspect regardless of the fact she'd been arrested. I observed the suspect's behaviour, I listened to what she was telling me, and considered her vulnerability as a domestic violence victim. I considered the various enforcement options to deal with the offence; I considered the consequences of utilising too much enforcement, which could cause the public to lose trust in the police due to lack of fairness and impartiality, which forms a part of the policing code of ethics.

In reviewing my use of discretion, all these factors influenced my decision not to proceed with the arrest. I did not believe an arrest would give anyone the best possible outcome, even though I did have a power of arrest in the circumstances. Upon reflection, I upheld the policing "Equality and Diversity" standard of behaviour in the Code of Ethics (2014)^{iv}, as I treated the suspect fairly, by trying to understand the unique circumstances surrounding why she had committed the offence.

I conducted a voluntary attendance interview in relation to the offence of criminal damage, where she admitted to being reckless. She also showed remorse for her actions, and stated she regretted taking the matter into her own hands and should've called the police after becoming a victim of assault.

Liaising with the sergeant, it transpired she was eligible for an out-of-court disposal, specifically the Pathfinder's scheme (a Women's diversion scheme). It's a community resolution for adult women, with social issues, in this case, domestic violence, its overall purpose is to reduce re-offending (iom Cymru, no date)^{iv}. She was referred for a Pathfinder's assessment, where she was accepted onto the scheme and has since been engaging well. I believe this is a positive outcome in the circumstances.

I updated the victim stating the suspect was interviewed, whereby she admitted to kicking the door. The suspect has therefore been released pending assessment on which disposal would be most appropriate, and we no longer require a formal statement from the victim.

Further, an investigation into the common assault was carried out – where enquiries were conducted. It later became apparent, she was a high risk domestic abuse victim, and therefore all necessary safeguarding protocols and procedures were followed. This solidified

my belief in that we had done the right thing in de-arresting her and dealing with the matter via an out-of-court disposal.

In conclusion, I pursued an outcome which was fair, reasonable and proportionate to the type of the offence committed. I believe I made objective considerations, assessing the incident of its own accord. Both parties understood the outcome, which meant I upheld public and community confidence and support in the police, in line with the policing values of “public service” and “integrity”, found in the Competence and Values Framework for policing (College of Policing 2016)^{vi}.

When making decisions utilising discretion, it's of upmost importance to consider our own accountability and justification for the decision. I ensured to note my rationale for all decisions on the case management system, demonstrating the values of “transparency”.

If a similar incident were to occur again, my action plan would be to consider the possibility of keeping an offender out of the criminal justice system, via an early intervention programme. I also need to work on my pace, and aim to arrive at this decision sooner, in a timely manner.

At the scene of the incident, I will establish whether the severity and nature of the offence is classed as minor. I will conduct the person checks sooner, if practicable, in order to establish whether the suspect has previous involvement with police. If it is a minor incident and the suspect has no criminal history, I will consider suspect eligibility for the various out-of-court diversion schemes.

If I can arrive at this decision sooner, I may be able to prevent putting someone through an arrest. This will come with improved skill and experience, as I had never previously been exposed to how community resolutions work in practice.

Word count: 2,741 words

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
Obtaining complete and accurate information. Ask more probing	Increase in confidence and gaining more experience	Tutor, colleagues and myself	End of tutorship phase and into becoming independent

questions when dealing with victims, challenging their account, bearing in mind the case may end up in court (must pass the evidential threshold for court and victim will be cross-examined).	attending more policing incidents. Shadowing colleagues in how they approach victims.		
Time management: increasing my working pace to work in a timelier manner, as I currently worry about making errors and mistakes.	More time and experience in the role, doing the same paperwork several times for it to become second nature. Also save best practice templates in my file explorer to refer to.	Myself and tutor	End of tutorship phase
Gain more experience in conflict management. I've so far had very few occasions where I've had to manage conflict, as people have been compliant on the whole.	Gaining more experience and attending a larger variety of calls. Shadow colleagues to see how they approach conflict situations.	Myself, colleagues and tutor	End of tutorship phase and into becoming independent
Gain more experience in dealing with traffic incidents	Attend more traffic reports and conduct proactive mobile patrols	Tutor	End of tutorship phase
Gain more confidence in utilising the radio	Answering all calls on radio on behalf of myself and tutor, don't allow my tutor to answer the calls.	Myself	End of tutorship phase.

Bibliography

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

Please see pages 29-32 at end of document.

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

A handwritten signature in black ink, appearing to be 'R. J. Jones' or similar, written in a cursive style.

Signed: (Learner, Electronic signature or type name)

Date: 29/11/2020

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