

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf 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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
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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:

Stress is defined as any type of change that causes physical, emotional or psychological strain. Stress is your body's reaction to anything that requires attention or action (Scott, 2020). Resilience is defined as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress (American Psychological Association, 2012). Building resilience does not eliminate stress but better allows the person to process, adapt and overcome stress that appears in their life. Therefore using the following coping strategies I was able to build resilience and set the foundations on the path to reducing stress.

Stress is regulated in the brain by your Pituitary Gland which controls your levels of the stress hormone known as Cortisol. Cortisol is produced by the adrenal gland and if levels in the blood are not correct it can have an impact on the fear, motivation and mood of a given person. As such a reduction in the production of said stress hormone during periods of pressure is vital to maintain control of mood and motivation. By introducing the two following methods I have been able to build resilience by regulating cortisol within my blood.

Regular exercise is an essential part of my weekly schedule and since its inclusion has had a wide range of health benefits. By completing regular exercise I am able to acutely reduce high levels of cortisol in my blood through physical exhaustion. Exercise produces endorphins within the brain that give me a feeling and sense of euphoria. This feeling can often occur immediately after exercise which provides with an amazing high that can continue through the entire evening into the following day. Regular exercise also allows me to increase my quality of sleep due to the physical exertion my body goes through on a daily basis. Increased sleep quality is also a source of cortisol reduction and therefore a reduction in stress hormone being produced in my body. The increased quality of sleep allows me to control my mood and motivation but also better regulate my emotions through the day. Emotional regulation through sleep has allowed me to better control how I feel and tackle stress on a day to day basis.

Exercise has also allowed me to set goals outside of the work and learning environment. These goals have often been both short term and long term allowing for progress to be made at all times. Whether it be the amount of weight I can move on any given day or a physique update on a month by month basis, I always have a target in mind and aim to achieve it. This has taught me the importance of targets and sticking to a plan and in turn I have been able to apply this towards my learning. By setting small achievable targets within the learning environment I have been able to build my knowledge over a larger period of time. I was able to schedule short and long term learning tasks allowing me to never fall behind and there was always an end goal in mind. I built my knowledge up over time as opposed to trying to learn everything at once. Similar to muscle

building in the gym, learning is all about constant progression over a larger period of time through periods of acute activity. Exercise can be an effective component of stress management for acute, acute episodic or chronic stress (Jackson, 2013). However it is only part of the puzzle of stress management and resilience building.

Supplementation is also an important part of my stress reducing protocol and have found both my mood and motivation have increased significantly since introducing it. Supplementation has provided my body either new compounds or compounds my body is struggling to take in due to my dietary constraints. One of the supplements that I have found to have the greatest of effects is Ashwagandha.

Ashwagandha is an evergreen shrub that is grown in the area's of Africa and Asia and has been used in traditional medicine to treat the effect of stress and anxiety. Ashwagandha also known as Indian Ginseng or winter cherry is classified as an adaptogen. Ashwagandha helps to control cortisol levels within the body and as mentioned previous cortisol is a driving force in stress production with it being the stress hormone. As shown in recent studied (Healthline, 2022) 58 participants who took between 250 mg to 500 mg of Ashwagandha for 8 weeks saw much low levels of perceived stress and levels of cortisol in the body. I found that after taking Ashwagandha consistently over a 4 month period in 500mg doses that my natural stress levels had reduced significantly. I felt mentally stronger on a day to day basis and when faced with stress induced by exams and learning requirements, I felt more capable and ready to handle these challenges. It did not remove the stress it just allowed me to have the mental capacity to develop the resilience needed to overcome the challenges that were set before me. I believe that the introduction of Ashwagandha to my daily supplement regime played a role in the development of this resilience.

Cortisol also has a direct impact on testosterone which is the male sex hormone. Testosterone plays a key role in mood and quality of life as well as verbal memory and thinking ability (Pietrangelo, 2016). Cortisol and Testosterone are made from the same precursor in the body so when you have elevated levels of Cortisol it is directly stealing from your Testosterone supply, this leads to lower moods and a poor quality of life. Ashwagandha helps reduce the levels of cortisol in the body which allows for more testosterone to be produced. The increase in testosterone in my body has allowed for me to react better when faced with challenging circumstances. I feel like my ability to process information is significantly better than before the supplementation and it has helped reduce the brain fog and inability to think that is brought on by stress and increased cortisol levels.

Combining both exercise and Ashwagandha have provided benefits to my mental resilience that far out weighed any expectations that I ever had. These will continue to be part of my daily routine for the foreseeable future and I believe they will play a key part in my career and life. Both protocols have given such positive impact with zero side effect or impacts on my daily activities.

1073 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.

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:

Early in my service during my tutorship period I was requested attend an emergency for an abandoned 999 call placed in to the force control room. I was on duty with my tutor and another student on an afternoon shift. Shouting could be heard on the line with threats of violence being made towards the caller. As this was deemed as an emergency, blue light were engaged and we were dispatched to the address. The force control room passed information regarding warning markers. Residents of the address had markers for violence and mental health problems. There had been police presence requested on the day prior to us attending.

Upon our arrival we approached the property and knocked the door to which there was no answer, shouting could be heard coming from the inside of the property. I considered the use of Section 17 of PACE (legislation.gov.uk, 2012) which allow me to use force to gain access to the property to save life or limb in this scenario. After a short time elapsed a male answered the door and provided access to the property.

Once in the property I was met by a young male who placed the call to 999 who explained his mother was being violent towards him and attempting to remove him from the property. I spoke to the young male who explained that his mother had broken his bedroom door and started shouting and screaming at him to leave, the male explained that his mother suffers from alcoholism and often

becomes violent. The male explained that while his mother had been violent previously she had not hurt him this evening and was not willing to pursue a complaint against her. Whilst discussing the circumstances with the son, there mother could be heard screaming from the living room.

I entered the living room to assess the ongoing situation and could see my colleague arguing with the mother. Before the situation escalated and the need for force would arise I asked my colleague to step outside and speak to the son whilst I spoke with the mother. The mother explained that she just wanted her son out of her house and she would calm down. There appeared to be large empty bottles of alcohol around the living room with a smell of alcohol coming off the mothers breath. After taking time to understand and listen to the mother she agreed to allow us time to find a place of safety for the son. During my time with the mother she explained about her battle with drug and alcohol addiction and started to accept my presence and understood our need to be there. I built a strong rapport with the mother which allowed the son time find a place of safety for the night. My colleagues and I vacated the property and the son went to a family members house.

When facing any tense situation It is important to diffuse any potential conflict with effective communication and intuitive listening. Effective communication is not just about what you say to the individual its about how you respond to what is being said, its about making the other person feel and understood and that they are being heard (Robinson, Segal and Smith, 2019). Effective communication can often reduce the potential for negative impacts in any given situation as your are making the service user feel understood and listened to.

When applying effective communication in any situation I follow the following core principle of the "80/20" split (Fritsvold, 2019) which states that Officers should be doing 80% listening and 20% talking. Whilst listening it is important for Officers to pick up on the key talking points that could potentially diffuse any conflict situation.

During this incident I was able to approach with Active Listening (Mind tools Content Team, 2009). This allowed me to hear the message being provided by the mother but also understand and show empathy towards her. During the periods of listening I ensured that I provided non verbal communication (Mind tools Content Team, 2009) at all times. I kept eye contact with the mother whilst ensure my focus was on her at all times and I wanted to show her that I was there to listen to her. I ensured that I nodded to respond to her words and used my facial expressions to show her I was listening. Even in the mothers intoxicated state, providing her with an avenue to give her opinion whilst feeling like she was being listened too helped de-escalate the incident.

Whilst I was engaged with the mother I built a strong rapport with her, talking about her life and the hardships she had faced in recent years. This helped me build a connection with her which allowed for me to more easily negotiate. This strong rapport I had build allowed my colleagues the necessary time to find the son a place of safety without his presence sparking potential conflict. The mother understood that I was not there to judge the situation, but to just help everyone in the household come to a safe solution. I was open and interested in what the mother had to say and kept her attention on me even whilst there was a busy situation ongoing around us.

The code of ethics (College of Policing, 2014) states that we must always act with Authority, Respect and Courtesy. I ensure that I put this at the heart of everything I do and apply it to all service users. Although the mother was dealing with many addictions due to the hardships in her life, I made it my goal to make her feel valued and respected by myself as an extension of the Gwent Police Force. The mothers needs were always at the forefront of the incident and through the rapport I had built we were able to successfully de-escalate the incident.

The code of conduct (Gwent Police and Crime Commissioner, 2020) is important in situation with difficult social issues. As the mother was battling with addictions which were disclosed to myself I made sure to embody the Code of Conduct, treating the mother with impartiality and respect. It was only through this mutual respect built between us and through the impartiality that I showed the mother that we were able to further diffuse the incident.

When approaching any situation that may potentially require the use of force it is important to take into account the variables. A lot of conflict situations can be de-escalated by a strong understanding of how an officers own actions can impact an incident. The Betari Box model (Changing minds, 2019) can be used when approaching an incidents, I use the model to ensure I hold myself accountable for the approach I take when facing Conflict. The model states that my attitude going into a situation will have an affect on my behaviour whilst in the situation and that behaviour has a potential impact on future attitudes I may have towards incidents. That is why it is important that I go into every incident with an open mind and be willing to change to the circumstances I'm faced with. It is important to always be impartial before entering a situation and that going in to situations with a preconceived cognitive bias's (Cherry, 2020) can potentially make the outcome unfavourable.

In situations where conflict it present we often play the role of the rescuer as stated in "The Drama Triangle" (Changeboard, 2020). The model allows to see our own participation in an incident but also allows to change our own approach to stop event's escalating or continuing even after we have left. It is important for us as Police to care for the victim but also to show understanding and help coach the persecutors. By being caring and understanding towards the victim we are able to build a rapport with them, this relationship with allow us to teach the safeguarding measurers needed to avoid a continuation of the negative behaviour. The persecutor often just wants to be heard by the victim and it is our role as the rescuer to help coach them on how to better pass that message. By showing an active interest in people's situations and opinions we can make a victim less vulnerable but also ensure that prosecutors are taking more constructive approach towards passing their message towards the victims. Through better communication from everyone involved we are potentially able to set up a path forward that is safe, fair and supportive to everyone involved.

I feel like that when the incident was unfolding I was able and ready to adapt, taking over the duties of my colleague with speaking to the mother. This allowed me to open up lines of communication that set the path going forwards. Through active listening and positive body language I was able to build a rapport with the mother and de-escalate her anger and violent outbursts, negating the need for force to be used. Whilst I was engaged with the mother, the son was able to find a place of safety and find the help required to deal with the pressure he was faced with. I am happy with the outcome of the incident and believe that I played the key role in ensuring a safe end to the incident for everyone involved.

1555 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.

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:

During my initial tutorship period I was tasked with undertaking the Dairy Car for the day. This is a list of scheduled appointments which has no immediate threat, risk or harm but are still police incidents as a crime may have occurred.

I attended the property of an elderly woman who had become a victim of Fraud by False Representation which is covered by Section 2 of The Fraud Act of 2006 (Legislation.gov.uk, 2011) which states "A person is in breach of this section if he dishonestly makes a false representation and intends by this representation to make a gain for himself or another"

When attending the property, it became immediately apparent that the victim was struggling with much more than the issue of fraud. The property was in a state of disrepair with there being no carpet, no working locks on the doors, no heating, a huge amount of refuse and an overwhelming smell of damp. This victim was showing many signs of neglect and needed far more support and intervention than simple police attendance. According to the World Health Organisation (World Health Organisation, 2021) 1 in 6 or 15.7% people over the age of 60 will be subject to a form of abuse with 6.8% of people aged 60 and over being subject to financial abuse. 4.2% of adults aged 60 or over are also subject to neglect and our victim appeared to fit in to all 3 of these statistics.

On my first contact with the victim it was evident that she was struggling due to her appearance, the victim was in old tattered clothing, had severe bruising to her face and a significant lack of mobility. The victim explained that she was still suffering from the effect of a stroke that she had the year previous, she explained that she had lost the use of her right arm and her legs. As a result of these omissions it was apparent that the victim should be considered as Vulnerable (Preventing

Exploitation Toolkit, n.d.) which states that a person is vulnerable if as a result of their circumstances or situation, they are unable to protect themselves from harm or exploitation.

The victim went on to explain that due to her mobility issues she was now unable to lock her doors as she could not reach the lock. During her initial account the victim explained that she would let people in to her property regularly, as the doors were unlocked at all times, she was unable to stop them entering. During this time these people would eat her food, take her tobacco and sit in her living room. The victim believed it was one of these people who committed the fraud. As she had issues with her short-term memory due to her stroke, she would write her pin number down on paper next to her bank card and this is how she believes the fraud occurred.

Due to all the information provided from the victim and the vulnerability that she showed whilst I was present, I believe she was the victim of a “Mate Crime” (safeguardingadults.co.uk, n.d.) A “Mate Crime” is where a person suffering from vulnerabilities is befriended with the intention of being exploited or abused financially (safeguardingadults.co.uk, n.d.) As the victim was suffering from the effects of a stroke and had mobility issues in both legs and her right arm, issues with her short term memory and difficulty at times with her speech I believed a person who had entered the property under the guise of friendship had taken her card and her pin number to steal money from her bank account. The victim also showed many signs of a “Mate Crime” such as Unexplained injuries, Sudden loss of money and possessions but also people coming around after benefits are being paid (safeguardingadults.co.uk, n.d.).

As at the time the victim had a suspect in mind but did not have any form of evidence we needed to investigate further before any action could be taken. The victim explained she had spoken to her bank who had advised where the transactions had taken place, this was a local ATM where money had been withdrawn. I requested that the victim gain a copy of her bank statement so that we could gain more information surrounding dates and times to help us with CCTV enquiries at the local store where the money was withdrawn.

When dealing a victim of a crime it is important to always follow The Victims Code (College of Policing, 2021) which sets the 12 different rights that victims are entitled to. In line with Right 4 of the Victims Code and as the victim was at risk of becoming a repeat victim I requested permission of complete an Adult At Risk referral to Social Services. The purpose of this referral was to make the local authority aware of the living conditions and vulnerabilities the victim presented and to provide extra support to try safeguard the victim from further exploitation.

It was at this time that I began to implement Safety Planning (www.app.college.police.uk, n.d.) with the victim including elements of “Target Hardening” which are actions that can be taken by a victim to reduce the chances of them becoming a repeat target. I started by contact the local authority to request their presence to attach new locks to the door that can be operated by the victim, if the victim can lock their door it would reduce the numbers of people attending the property. I suggested the potential installation of a CCTV doorbell that would allow the victim to remotely view people attending the property but also to capture any unwanted people and their actions.

I decided that it would be best to re attend the property once the required evidence had been gained from the victims bank supplier. During this period in line with “The Victims Code” I provided regular contact with the victim to ensure she was remaining safe, ensure the subject had not attended the property again but also to provide regular update on how her incident was progressing. I was then contacted by the victim where she explained that she had the required bank statement for us to progress with the investigation.

As the victim was vulnerable due to the adverse effects of the stroke she suffered a year previous I felt it would be best to not complete a regular statement. In line with Section 16 of the Youth Justice and Criminal Evidence Act (Legislation.gov.uk, 2011) As the victim/witness is suffering from a physical disability, the victim would be eligible for special measures (www.app.college.police.uk, n.d.). I decided that it would be best to complete a witness interview booklet to gain a first account, this would allow me to supply this information to an Achieving Best Evidence trained officer who would then conduct a video witness statement with the victim. I felt this was necessary due to the short term memory issues and to ensure in line with Right 4 of the Victims Code (Ministry of Justice, 2021) which offers the right to be offered a referral to specialist support services. I believe this was required to ensure we were able to provide the victim with a high level of service during the criminal justice process but also provide myself with the best chance of securing justice for the victim.

Once the witness interview booklet was completed I began enquiries in local store where transactions had taken place, I gained the required information for these enquiries for the bank statement that was produced into evidence by the myself under Section 19 of PACE (legislation.gov.uk, 2013) which allows the seizure of any items I believe is evidence in relation to the investigation. Due to the time that had passed we were unable to secure any CCTV from the stores as they on stored it for a maximum of 7 days which hindered out enquiries.

In a bid to exhaust all lines of enquiries I made contact with our Digital and Cyber Crime Officers who were able to provide further lines of enquiries. It was suggested that I make contact with the company who provided the ATM's where transactions were made to attempt to ascertain if CCTV was available. Unfortunately the ATM in question did not record any footage and therefore I was unable to secure any evidence that would provide an image of the offender making the withdrawal of funds from the victims account. House to house enquiries were conducted around the store to attempt to find any footage of the withdrawal taking place but again this did not provide any leads.

After discussing the case with the supervisor it was decided that there was no further line of enquiries which was disappointed for myself as the investigating officer. In line with Code 9 of The victims code (Ministry of Justice, 2021) I made contact with the victim to make her aware of the outcome of the investigation and also the appeals process. The victim was disappointed but understood the reason for the decision.

Upon Reflection I am disappointed with the outcome of the case but felt like I made every effort to secure evidence of the incident. My only regret was not attempting to secure CCTV on the day of initial attendance which would have fallen within the 7 day recording. However due to lack of dates and times provided by the victim as they did not yet have the required bank statement, I felt like I worked with the information I had available to me at the time.

1596 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.

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:

During my tutorship period I was provided an investigation as part of a handover procedure. The Border force department who are responsible for the seizure of items leaving and entering the UK had picked up a suspicious package. This was a parcel being sent from China to the United Kingdom.

After inspection, the package was found to have contained a "Flick knife" defined as any knife which has a blade which opens automatically from the closed position to open position or from a partially opened position to fully opened position by manual pressure applied to a button, spring or other device in or attached to the knife (Legislation.gov.uk, 2019). It is also an offence to possess "Flick Knives" in accordance with the The Offensive Weapon Act of 2019 (Legislation.gov.uk, 2019). As the knife was seized during its importation we did not have reasonable grounds to suspect that the offender was in possession of any other knives. Contrary to Section 141(4) of the Criminal Justice Act of 1988 (Legislation.gov.uk, 2019) it is also an offence to import any prohibited articles such as weapons and knives. After being provided this information it was essential that we work swiftly as we were unaware of if the offender had in his possession any other weapons or knives.

As this was becoming a planned operation it was important to engage the National Decision Model (NDM) (College Of Policing, 2013) which is a decision making tool used with the code of ethics at the heart to allow consistent, fair and professional decision to be made. My first step was information and intelligence gathering to allow threat to be assessed and a working strategy to be developed. I then had to explore the powers and policies available to potentially arrest and search the offender. It was then important to consider all options available to me to minimise risk and also consider any

contingencies available. Once I have gained all the information and run it through the NDM I could continue with the planned action and review the outcome once it had been completed.

After running the offenders details through the relevant policing system I found no match, meaning that between the South Wales and Gwent Policing area's the offender had no links to any previous incidents. This by itself did provide me with a sense of relief but it did not lower any potential security risk faced the potential further possession of offensive weapons. After completing a check on the address against the voters register it appeared that the offender lived at the address with a female and two males both under the age of 18, again after running the secured named through relevant policing systems there was no suggestion that the female or two juveniles posed any further threat to myself attending.

As there was now the potential for Juveniles being present at the address it was important that I tactfully approached the situation, trying to conduct the relevant enquiries whilst ensuring that I did not cause any emotional stress to the children. Adverse Childhood Experiences (ACE's) (NHS, 2021) are experiences that can occur in early life that can have a dramatic impact on how people grow physically and emotionally. They can have an effect on how we perceive the world as an adult having a contribution towards poor physical and mental health but also the way we handle our thoughts, behaviours and feelings. One of the ACE's covered is having a family member go to prison, although this is difficult for us to manage as a police force it is still essential that avoid any emotional damage wherever possible. During the planning phase I thought it was very important to not create any victims to this currently labelled Regina crime. In line with the Code Of Ethics (College of Policing, 2014) Objectivity is integral and it is important to always make decision based upon the evidence I have and using my best judgement. The evidence did not provide any indication of immediate threat, risk or harm to anyone however using my best judgment it was important to minimise the emotional stress on the children whilst still tackling the offence that had been committed. It was for this reason I decided to approach the offender at a time where the children were most unlikely to be present which was during the hours of 0900 hours and 1500 hours, the period of school time.

I organised a date and time for us to attend the property in order for us to conduct our investigation with as little impact on the offenders family. When attending the property I thought for safety purpose that a number of officers were required to ensure minimum threat, risk and harm to everyone involved. Using the Code of Ethics (College of Policing, 2014) it is essential that good leadership is present when attending any incident. Leading by a good example is not just important when deal with the public but also when dealing with other officers. As I was officer in case for this incident it was role to step up and plan our approach to the property. To ensure there was no attempt at avoiding the police we approached with two officers to the rear of the property and another officer and myself to the front. After knocking we were allowed access to the property by a male, once in the property the male confirmed to me that he was the offender.

I arrested the offender under Section 24 of the Police and Criminal Evidence Act 1984 (PACE) (Legislation.gov.uk, 2010) in line with Code of Practice G (G POLICE AND CRIMINAL EVIDENCE ACT 1984 (PACE) CODE G REVISED CODE OF PRACTICE FOR THE STATUTORY POWER OF ARREST BY POLICE OFFICERS Commencement -Transitional Arrangements, 2012) which states that an officer may arrest anyone they have reasonable grounds to suspect has committed an offence, providing the necessity as to allow a prompt and effect investigation of the offence to be completed via an interview and also to prevent the loss or destruction of evidence linked to the offence in question. As the offender was linked to the importation of knives I had reasonable grounds to believe that he may have more on his person so I conducted a search under Section 32 of PACE (Legislation.gov.uk, 2013) which allowed me to search the offender for any evidence linked to the offence but also to search him for any items that might allow him to evade lawful custody. As this was a summary only

offence we had no power to conduct a search of the property. When conducting an arrest and search it is important to make sure that there is reasonable grounds of suspect an offence has taken place as you can infringe upon their Human Rights (Equality and Human Rights Commission, 2018) such as Article 5 The right to Liberty and Security and Article 8 The right to respect private and family life, both limited rights under the Human Rights Act 1988.

Once the offender had arrived at custody and the custody procedure had been completed I conducted an interview in line with Code C, Code E and Code F of PACE (Justice, 2015). During interview the subject explained that he only wanted the knife for ornamental purposes and was not planning on using it for anything other than display. In interview I asked the subject if he was aware that the possession of Flick Knives was a crime (Legislation.gov.uk, 2019) to which he explained he only thought it was an offensive to carry in public but did explain that it was him that placed the order for the knife. I explained to the subject that it was an offensive to have flick knives even in a private setting. (Legislation.gov.uk, 2019). The subject was provided with a Simple Caution (Simple Cautions for Adult Offenders, n.d.) as it was only his first offence.

In reflection and review in line with the NDM, As the Offender had not previously had any interactions I had believed the incident to be at a lower threshold of threat, risk and harm. However I believe that this was partially impacted by Cognitive Bias (Murphy, 2021) which states that you can deviate from standards of judgement due to assessments or perceptions that are unreasonable. Just because the offender/subject or even the inhabitants of the house did not have any previous interactions with the police it did not make the incident pose less risk to myself or others. Although the necessary precautions were taken I feel like I could have paid more attention to the potential risk of knives and other weapons being present at the property. A change I would make for the future would be engage with a trained firearms officer for help with assessing risk whilst at the property. A firearms officer would be able to better inform me of risk that I may not have been aware of prior to the attending of the property to help minimise risk.

In further reflection it is also important to explore alternative options that may have been taken that could have potentially reduced risk. I feel that a voluntary interview could have been an excellent method at reducing risk. A voluntary attendance interview would have allowed the subject to attend custody for an interview whilst still governed by code C of the codes of practise. The same outcome could have been obtained during a VA with the option of continuing with the original plan of arrest if the subject refused or failed to attend. This option could have potentially mitigated risk to everyone involved and been a first step during the planning of the operation. It would have reduced the required manpower, time and planning required to execute a safe out of court disposal for the subject.

1636 Words

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
Suspect Interviewing – I feel like although I have had the opportunity to complete 4 suspect interviews during my initial 10 weeks, more is still required. I have not been able to cover a wide variety of offences thus far and feel like I may lack experience in interview planning for offences I have not yet interview for.	This can only be achieved by actively looking for opportunities to complete these interviews. From prisoner handover's in daily briefing to assisting colleagues during periods of low work loads I should be able to build up experience on a wider ranger of Offences. I still have two weeks remaining in my tutorship so there are still opportunities for me to support others without causing a negative impact on my world load.	The support required to achieve can be done in a number of ways. Firstly I can do researching using moodle but also other online sources to build a base understanding. I could then get support from other Police constables in performing these interviews but also aiding them in theirs. My Sergeant can also be of service by providing me with interviews for offences I have not completed yet. The remaining time with my tutor can also be used valuably to attain as many interviews as possible.	<u>Short term goal</u> Completing as many interviews as possible before finishing my tutorship period <u>Long term goal</u> Completing interviews for a larger range of offences before I attend my Tier 2 interview training in July of 2022.
Statements – Currently I have had limited opportunities to complete statements through my tutorship period. As there as such a wide range of statement types such as Arrest, Witness, withdrawal I feel like more experience is essential. As statements often are required in court proceedings I want to ensure they are to the highest quality to ensure that victims have the best chance during the Criminal Justice system. I would not want a poor statement from myself to be the cause of problems for a conviction	This will be achieved by first of all learning the ideal and correct way to write all types of statements using moodle and information gained from the PDU department. I would then apply this learning towards real life statements of arrest, victim and witness. Experience is key to ensure the speed and accuracy of statements so I will offer to complete statements for other officers and supervisors to help build confidence in this area.	As mentioned previous, support will first be gained from moodle/PDU. Afterwards I will view other officers statements to learn best practice. I will ask for a Sergeant to review statements I have made to ensure they are up to the required quality. The PDU offers further support for statement writing If I feel like I am lacking. Although I do not have much time remaining with my tutor I will make the most out of it and ask for regular feed back but more importantly opportunities to complete them.	<u>Short Term Goal</u> I would like to have more experience in writing statements by the end of my tutorship period <u>Long Term Goal</u> I want to be proficient in statement writing with 4 shift sets of being Independent Patrol Status.
Legislation – Although my knowledge of legislation is good I feel like it requires continued development. I feel confident in points to prove for standard offences but there is such a huge amount of offences available I feel like I still lack in some area's. Although research can be done in to preplanned jobs, as a response officer I need to know legislation I can use in the here and now to resolve incidents correctly.	Legislation is mainly going to come from prior research and self learning. I will do this using moodle, PDU and legislation.gov website to aid me as revision tools. It will be important for me not only to learn the main legislation required for volume crimes but also legislation that can be used to resolve incidents, this can only be done by ensuring I actually take the time to research the legislation.	I do not need much in the way of support for this particular task. It will mostly be self learning and research during my own free time that will help me build my knowledge base. I will use moodle, the PDU and legislation.gov to complete my own research as required.	<u>Short term goal</u> To have a better understanding of all legislation by the end of my tutorship period <u>Long Term Goal</u> I want to have a better understanding but also the confidence to use it in a real life setting within 4 sets of IP.

Independent Patrol – The next step in my learning phase will be to complete my tutorship and again independent patrol status allowing me to attend incidents solo. Although this a part of my development that is soon to occur I still want to ensure that I give 100% to earning the IP status as early as possible.	I will ensure that I complete the College of Policing framework to allow IP status to be given. I will ensure that I attend the relevant incidents and carry out the relevant task required to gain IP status.	Self research into the requirements of the criteria is needed , this information was supplied by tutor but also by the PDU so it is essential that I refer to it to ensure I am carrying it out while attending incidents.	<u>Short Term Goal</u> As this is something I want to achieve within the next two weeks there is no requirement to set a long term goal. This is a short term goal that with hard work during the final two weeks of my tutorship I will be able to achieve.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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

Signed: Damien Thomas (Learner - Electronic signature or type name)

Date: 07/03/2022