

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Bridie Saunders

Learner's University Registration Number:
_____1921010_____

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

A person's wellbeing is built on the individual's personality and environment in which can include the physical, emotional, psychological, spiritual, social, cultural and philosophical factors. (Hughes R et al, 2019). Emotional resilience is our individual capacity to cope with adversity on life and by means to 'bounce back' or 'recoil' to respond to stress (Barry, 2018, pg 1).

Focussing on my initial 6 months of learning and since being attested as a Police Constable, I have faced many stresses in both personal and work life balance. These include adapting my personal lifestyle to meet the requirements of the new role along with adapting my own way of working and thinking in order to progress within the course. There has been many challenges as would be expected starting a new career, and it is through this task that I am going to explain those stresses and how I have built resilience to overcome them in order to achieve my goal.

Within my previous role, I was a Sports Development Officer for 5 years. I understand and am very passionate about the importance of keeping ourselves mentally and physically fit in order for us to keep achieving and feeling fulfilled. This does not only have a positive impact on our academic performance, it also positively effects our lifestyles and the people around

us (The Wellbeing Thesis, 2020). It is vital for our wellbeing that we are able to identify the signs and triggers of when we are feeling stressed in order to help ourselves. These has been explained in an e-book written by Hughes et al, on page 119 where they have explained their stress tool indicator of what could happen to someone when they are feeling stressed.

Effect	Action
Physical / Body	Change in appetite, Headache/ migraine, Tiredness, Muscle ache, neck tension
Cognitive	Negative thinking, poor concentration, Hopelessness.
Behavioural	Outbursts and alcohol
Emotional	Tear-full, emotional, Anger, Frustration, Anxiety, Mood changes

Through using the Gibbs Model of Reflection 1988, I am going to describe how I have felt many of the stress indicators shown above have affected me. I am going to do this by explaining the cause of the stresses, how I have coped with them and what action plan I put in place in order to progress my wellbeing.

At the early stages of the course, I felt quite emotional with a change in career from a job in sport that I have always loved to now gaining the opportunity to pursue my chosen career that I have sought from a young age. With unprecedented times of COVID-19, this also added to the increased emotions as within the second day of training, we were told that we would be working from home through skype / teams lessons, which was not how I envisaged the course to be delivered. Staff members delivering the course have been great however I believe everyone can appreciate it has been a new way of working for everyone.

Not being able to bond with new colleagues how you would normally communicate and build rapport, I created an opportunity for the new cohort to engage in some social quizzes online to allow us to get to know one another on a personal level along with doing some revision at the same time. I believe many enjoyed and attained a great deal from participating in them. It was great to get the opportunity to socialise with one another through technology as given the circumstances, we could not, along with enhancing our learning and knowledge through policing which we are all passionate about. Socialising with co-workers, enhance teamwork within an organisation which is a vital part to the role of being a police constable. Being able to work part of a team can 'strengthen communication, boost morale, improve effectiveness and increase safety' (Bergner 1997) for when we are out on shift and along with supporting one another through the initial training stage. The friendships I have made throughout the course have certainly supported my learning and change in work environments by discussing certain topics and always having a listening ear to call upon. They understand the pressures I was facing as they were similar to their own as we are all going through a very similar journey and transition. I believe this will also reflect when I am out on shift, as I will be faced with many challenging situations and it is important to speak and trust your colleagues so that you can deal with a situation and move forward.

Due to the change of working from home, and restrictions on local fitness facilities. I have found my routine to have radically changed along with my appetite within a few weeks of starting the course. Before starting the Police constable training, I would regularly train in a gym facility 5 days a week plus completing workout at home. Since this has not been possible, it has had a detrimental effect more so on my mental health than my physical health. I am an outgoing person, which loves being outdoors, and socialising through fitness and even though I continued to train at home before and after work and completed the odd High Intensity Interval Training during the lunch break, I felt guilty that I was not training in a specific

facility. I have been working, living, socialising and training from home which I acknowledge has been similar to others however adding the pressure of wanting to perform well during lessons and a new role has added its own stresses to the mix.

It explained, that unhealthy eating habits can cause mood swings (Magill A, 2018) and therefore this had a knock on effect with my fitness regime, eating healthily and feeling genuinely good about myself. I recognised the signs early on and therefore decided I was going to use the SMART goal setting approach to support myself with this challenge. This way of thinking is supported by Donald Schon 'reflection in action' theory. I recognised that something was not working and needed to fix the problem now. (Shon D, 1983) NEED PAGE By setting goals which are specific, measurable, achievable, realistic and timely to ones self, will challenge and motivate an individual. While planning new goals, they should be built as part of other goals in your life so that they work in cohesive manner (pg.18) therefore I quickly identified that my previous goals of attending a gym facility 5 days a week was impossible. I also did not have the equipment needed or the time for my previous training plan therefore adaptations had to be made in order for them to be achieved. It is also explained by, HOEGER et al on page 18 'Acceptable goals are also embraced with positive thoughts' which I can support from my personal experience during this situation. Once I devised a plan, I was feeling much more positive that I would be able to achieve my goal and therefore felt much less stressed about the whole situation. By planning and recognising that I had less time than before to train, and being kind to myself by acknowledging the different circumstances I was in, I began to feel much more relaxed and accepting of my new situation.

By planning this element of my personal lifestyle, it allowed me more time to spend on my police training and work-studies. I have found the amount of learning and revision over whelming. I did expect when entering the role that I would need to revise for the exams as they were explained before starting the course however, I did underestimate the amount of

revision that would be required in order to achieve a good grade. From not being in an educational setting for many years, I found the process much more difficult and daunting to accept rather than the actual task in hand. Many of my colleagues felt the same and therefore through their support of talking through worries and concerns, I was able to understand the importance of understanding the theory side to policing before going out and putting it into practice. I constructed a timetable of all the different elements and demands for my time. It is explained in Hughes et al, pg 3 that by not doing this, the demands may present themselves as daunting however once you have mapped out what you must do, it can help clarify what is important and allow us to plan and priorities which it did. I worked out how many weeks I had to revise and broken down the different topics that needed to be covered. Once I achieved this, I was able to priorities where I needed to spend more time on revising other topics from others to which I naturally understood. I also created simple documents and acronyms for each topic area so that it would prompt my way of thinking and an easier way of remembering certain information. This is explained on page 18 as decluttering. I would remove any non-useful information and focus on the facts of that topics such as legislation, case law and the points to prove. Also when focusing more deeply on a topic, I would think of a scenario and how I would approach to solve that incident. This way of learning, supported my understanding and allowed me to feel accomplished when understanding a topic fully.

By taking the approach to revise throughout the course rather than 'cramming' two weeks prior to the exam, I was able to feel much less stressed about the whole situation. I was able to support colleagues with their questions, which helped me feel as though I know what I should and therefore feel prepared for the exams.

Word Count – 1,616

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:

Within this assignment, I am going to describe a policing incident involving conflict, which I have personally dealt with and reflect on how I managed the situation. I am going to reflect on my application of using effective communication along with describing my rationale for not using force during this incident. To describe this, I am going to utilize the Gibbs' Model of Reflection (1988) in order to reflect on how the situation went along with and how I felt whilst undertaking my duties. I will also include an evaluation of theories and models which underpin the causes of conflict within policing interventions such as Betari's Box and the emotional versus rational brain and describe how they were used during this incident.

The policing incident I am going to reflect upon is a priority call that I had received from the control room regarding a domestic that had taken place via an abusive conversation between a mother and son. This call did not involve physical violence however; I am going to explain how I dealt with all parties involved in the incident along with explaining my understanding of using force when necessary.

The call related to a mother who called the police in an upset state from what her son had said to her over the phone. The definition of conflict is 'an active disagreement between people with opposing opinions or principles' (Cambridge Dictionary, 2020). Conflict can involve verbal words and physical actions and can occur during any circumstances such as a family discussion, a workplace disagreement or difference of opinions between two friends or strangers.

As my colleagues and I attended the address, I reflected upon the Betari Box Model, which is shown below in Figure 1.1. The figure explains how my attitude and behaviour can have an effect on other people's behaviour and attitude (MindTools, 2020), and how our frame of mind can play a significant role on how people react and behave towards us.

Figure 1.1 The Betari Box Model.



‘If we are motivated and positive, this can empower people to be pro-active with us however, if we are negative and show impatience, this could escalate a conflict situation’, (MindTools, 2020) to either increase the conflict or could cause the reporting person to shut down and not engage with us, in which neither would be effective and support our role.

With Betari’s Box in mind, I ensured that I attended the victim’s home address in a friendly and pro-active manner. I applied effective communication to the caller and her partner at the first opportunity. I introduced myself and immediately spoke in an empathetic manner to the reporting person, as she was clearly upset as she were sat on her sofa in her living room crying and struggling to communicate.

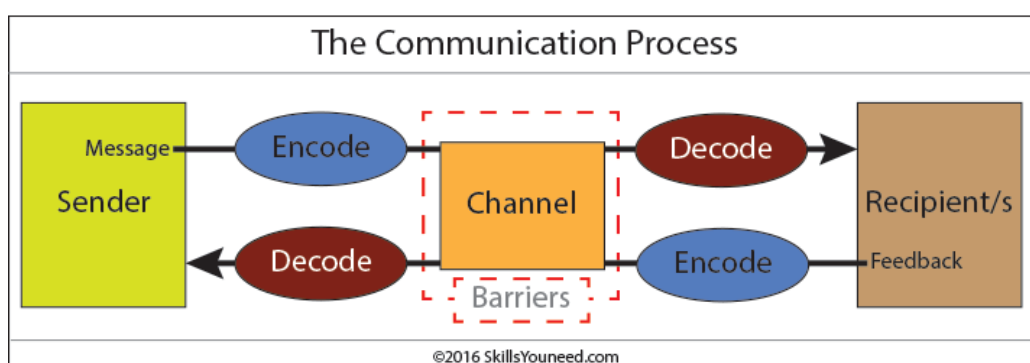
It was vital that I used effective communication during this time too quickly build rapport and to establish the facts of what had happened from the emotions that she was clearly displaying.

I approached the situation by firstly advising the reporting person that everything was going to be ok and that we were there to help her. I then asked the female what had happened. As the partner communicated a first account with me, I established and confirmed that the immediate threat of her son was not in the premises and therefore directed my questioning towards the victim who was the mother at this time. I actively listened to the victim by paying attention to what she was saying but also how she was saying it such as through her tone of voice and body language. An effective communicator understands their audience (Skills you Need, 2020) therefore, I was mindful that the call related to her son who was 30 years of age and believed to be suffering with his mental health as explained by the mother. Throughout this incident, I needed to ensure that the communication process was clear so that the information that was being relayed to and from myself was correct and understood. This was to ensure that there was no misunderstanding or confusion of what had happened. After I understood the facts of the incident from the victim’s point of view, I discussed options with

the victim to what could be done to mitigate threat harm and risk along with identifying her next steps for us to take positive action for this domestic incident.

It was vital to lessen the barriers to our conversation. In this instance, it could have been the relationship of the victim and subject, the psychological state of the victim such as the stress, anger or anxiety that this incident has caused her along with any physical noise or distraction such, as the partner interrupting conversation or sound from the television (SkillsyouNeed, 2020).

Shown in Figure 1.2 is the Communication Process between the sender and the recipient. Communication needs to be clear and concise in order for it to be successful (SkillsyouNeed 2020).



It is said by Albert Mehrabian, that communication is broken up through a number of verbal and non-verbal percentages in order to communicate with another person. This is shown through Mehrabian Communication Model (World of Work Project). It states 55% of communication is completed by non-verbal communication such as through a person's body language or facial expressions. 38% accounts for tone of voice therefore only leaving 7% of communication being communicated through spoken words. During this incident, I focused on all elements of communication that was being expressed to me during this incident, especially given the nature and relationship that was involved in the incident. I ensured that I was emotionally aware during this situation by being empathetic towards the victim and

discussing positive action that we could take (Skills you Need, 2020). I feel my communication style during this incident was assertive. I was relaxed and confident when talking to the victim and maintained focus on the task on hand.

I believe I am an emotionally aware person, which is paramount skill to have as a police officer. We work with members of the public when they are most distressed, at risk and feel as though they have nowhere else to turn for support. 'Emotional awareness is the ability to recognise and make sense of not just your own emotions, but also those of others' (Jacobson 2016). During this incident, I needed to be emotionally aware to ensure that my emotions was in check but also to be aware of the victim's emotions. No matter how I thought about the situation, I must keep my opinions to myself and it must be the victim's decision on how they would like to progress the call. The relationship of being mother and son would definitely effect the nature of the call and how it would be dealt with from the victim's point of view whereby, if this was a stranger being abusive towards another person, the victim / subject may have reacted in a different way.

As the conversation flowed between the victim and myself, it was clear that she did not wish to make a complaint or provide a statement, which could have resulted in her having to attend court to give evidence against her son. As I offered alternative options, the victim asked if I could speak to her son regarding the incident. From discussing a plan of action in order to deal with the incident how the victim asked, I began to safety plan for the victim. During this conversation, it was made aware to me that her son had a front door key which allowed him access into the victim's property. Given the situation, the victim asked as we were planning to speak to her son, could we request for her front door key to be returned to her through us, which I was more than happy to do.

In order to keep the victim safe, I completed a Public Protection Notification (PPN), which included a Domestic Abuse, Stalking and Harassment (DASH) risk assessment due to the nature of the call. This is Gwent Police policy and protocol to always complete a DASH for a domestic incident in order to safeguard the victim and persons involved. These forms and risk assessments are completed and sent to the officers Sergeant in order to ensure the grading and the appropriate level of support and information have been noted. The PPN is also sent to victim support services and other agencies who work with Gwent Police in order to support victims of crime. These agencies include Women's Aid, New Pathways, Llamau, Mens Advice line and many more (GwentPolice,2020).

Once I completed all the paperwork with the victim, I explained in a compassionate manner what was going to happen next with the information that she provided and what I was going to do in terms of speaking with her son. I provided safety advice to the victim such as making sure her windows and doors were locked and secure, that her phone was fully charged and with her at all times and to phone the police if her son returns to her address and if she feels threatened. Her partner also lives at the property therefore given the circumstances; this call was graded as a low risk.

As the victim did not wish to make a complaint or give a statement, my main concern was ensuring her safety. If I believed that an immediate risk of harm was going to take place, my actions for this case would have been different, as I would have been looking at arresting the subject however given the circumstances; I believe a word of advice was sufficient.

I made my way to the subjects address. At this point, I was hesitant as to how the male would react given the situation that his mother had phoned police on this incident and that he was apparently suffering with his mental health. I knocked the door and spoke to the subject in a calm and professional manner. I explained why we were there and that we were requesting

for his mother's front door key. The male was happy to hand this over and apologised for his behaviour. He explained that he was suffering with his mental health at the time of the incident and felt that his mother was not supporting him. Given the situation, I felt words of advice were sufficient as this was the first verbal altercation noted to date on our system between these persons and the male appeared apologetic with no complaint from the victim / mother.

I returned the key to the victim who was thankful of me attending and for supporting her needs.

On reflection of this incident, I believe the male was using his emotional part of his brain instead of his rational brain to think about the decisions and comments he was making towards his mother. I believe this as during our conversation, he acknowledged and reflected that the way he had acted and spoke to his mother was irrational and due to his emotions taking over. In policing, it is important that we are using the rational part of our brain in order to support our decision making, especially when we are dealing with high-risk incidents that involves conflict and violence. We must ensure that we know and have the correct powers and policies to support our decisions and actions and not act in a way of how our emotional brain would like to.

I believe I reacted in a good pro-active manner towards both individuals involved within this incident. I was empathetic towards the victim and obtained the relevant facts in a timely manner. When I spoke to the subject, I believe I was assertive and understanding to what had happened. I was not rude to the male and could relate to this incident as I believe most people say things during an argument which they have not meant and allowed their emotions to take over their rational thoughts and actions. On speaking to the subject, if the male become aggressive towards my colleagues and I, I would have acted in a very different manner. During this incident, the use of force was not necessary as the incident had already

taken place and the scenario was a verbal altercation. There was no threat of harm at this time however; had there been, I would have identified the offence such as assault and would have arrested the male in line with the correct necessity.

As a police officer, we deal with a variety of incidents every day and it is important that we are working within everyone's human rights. Human Rights are the fundamental rights and freedoms that everyone in the UK is entitled too. They are written within the Human Rights Act 1998 (Equality and Human Rights Commission, 2018). As these rights are an entitlement for everyone, police must interfere with some of these rights when necessary in order to uphold the law and protect the public. Human rights are broken up into three categories (CPS 2019). Figure 1.3 below shows the different categories of absolute, limited and qualified rights. These rights are only interfered by police when actions are lawful, permissible, necessary and proportionate (Blackstones 2020).

Absolute Rights – This is where a public authority cannot interfere.	Limited Rights – These rights can be infringed upon if lawful.	Qualified Rights – These can be restricted in times of war, emergency and in order to protect the human rights of another or the wider public.
2 – Right to life	5 – Rights to liberty & security	8 – Right to respect for private and family life
3 – Prohibition from Torture	6 – Right to a fair trial	9 – Freedom of thought, conscience and religion
4(1) – Prohibition of slavery and forced labour		10 – Freedom of expression
7 – No punishment without law		11 – Freedom of assemble and association

(Legislation.gov.uk 2020). An example of where a police officer would interfere with someone's human right could be article 8 for executing a warrant or in the incident explained

above, would be article 5 if the subject was being aggressive and violent towards the female. Police and Criminal Evidence Act (PACE) Code G gives a statutory power to police to arrest any person suspected to being involved with a criminal offence. The power of arrest must be used fairly, responsibly and with respect for people protected characteristics (Department of Justice 2015).

The powerful position that a police officer holds, it is vital that we continue to police by consent and that we ensure our own prejudices and cognitive bias does not lead to discrimination. The Equality Act 2010 explains the fundamentals of equality and diversity in the UK. It is unlawful to discriminate on the grounds of protected characteristics. These include gender reassignment, age, religion or belief, race, disability, sex, sexual orientation and civil partnership, pregnancy or maternity.

With these protected characteristics and the human rights act, police must ensure they are always working in a lawful way. When conflict is involved, we must ensure that we are supporting and safety planning the victim and dealing with offenders in a proportionate manner.

In conclusion, to this assignment, I believe I have reflected on an incident that I have dealt with which involved conflict. I played a significant role in the incident by engaging and supporting the victim, speaking to the offender and completed the relevant paperwork in order to safeguard all involved. I have explained the importance of effective communication when dealing with conflict, especially when personal relationships play a significant part within the incident along with reflecting on my own communication skills through using the Gibbs Model of reflection. I have described how during this incident force was not used however, I have reflected on when it should be used ensuring that it is lawful and in accordance with code G of PACE. I have taken into consideration the Human Rights and Equality acts when carrying

out my daily role as a police officer. I have referred to Betari's box and the emotional versus rational brain in decision-making. I have explained how these model's could have an effect on the people that I am working with from colleagues to members of the public.

In conclusion, to this incident, I believe I dealt with it lawfully and carried out my duties in a professional, empathetic manner. I understand the alternative options that would have been available to me had the victim wanted to make a statement and if the level of conflict was of higher risk.

Word Count – 2,750

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:

Within this assignment, I am going to critically assess an incident that I have dealt with since being in my initial 12 weeks training at Maindee police station that involved a language barrier between myself and a member of the public. The incident I am going to explain involves the execution of a no bail warrant whereby English language was not the subject's first language of who I had arrested. I am going to use the Gibbs model of reflection in order to explain how I dealt with the incident and other considerations that I had given for the incident.

I am then going to consider and reflect on my responsibilities and procedures as a police constable in line with relevant Codes of Practice to how we support victims and witnesses through the criminal justice system.

Finally, to conclude this task, I am going to illustrate how policing values should be engaged to support our service users along with looking at other considerations from the service

user's perspective.

I was tasked to carry out a no bail warrant arrest during a day shift. This is where a person have failed to appear to court on date that they have previously been sent and therefore must be arrested and put in front of a judge /court at the next earliest opportunity (West Yorkshire Police, 2018). Upon gaining the relevant information on the subject's arrest, I completed a person check via our Niche system and PNC of the subject. I could not see any significant warning markers or major concerns in dealing with the subject; therefore, I obtained his most recent and known address and my colleagues and I made our way that morning.

Upon entering the subject's premises, his front door was open and unlocked which meant we had the power to enter. I announced our presence to which no one replied. I continued to call out to let anyone in the premises know that we were in the building. As I walked up the stairs, I could hear someone moving in the room to my right and I could see a light flickering as if a person was walking past it. As I opened the door, I announced my presence and the person I was looking for. A male stood up and shook his head. He repeated the word 'No' and pointed to the room next door. As I entered the room next door, I located a male in his bed. I asked if he was the male that we were looking for. I quickly realised that English language was no the male's first language as he was looking at me with a confused facial expression.

The male took his time to understand what I was saying. In order for us to do our job safely and effectively, we as police officers must be able to communicate with the people we are working with and protecting. (Shah et al, 2007). I showed the male a photo of himself and asked in simple terminology if he was the male in the photograph. The subject pointed to the photo and said 'Me, me, that is me'.

I then further explained why we were in his premises. This proved to be challenging as trying to explain a no bail warrant is not as simple as to someone who has just committed an offence there and then. The male could understand simple English words however not complex

terminology such as a 'Warrant'. In order to support with our communication, I began to use my body to explain certain things such as using hand signals to show a car to which he understood it was to do with a driving offence he had committed in the months prior to us attending. I feel as though I built a good rapport with the male, as he was laughing and joking as we tried to communicate. The male stayed calm throughout the whole process, which supported the arrest to go as smoothly as possible.

Within a couple of minutes of us interacting and building that relationship, the subjects house mate appeared at the bedroom door who could speak good English. He explained to us that the male could speak English however; it was not his first language therefore did not understand complex sentences. He began translating for us in order to communicate the relevant information to the male so that he could feel more at ease with why we were there and what was going to happen. We had no reason to doubt the other male who was translating as they were both showing compliance and understanding to what was going on. As we attended custody, I explained to the Custody Sergeant that English was not the subject's first language and explained what his preferred language to communicate was. The Sergeant then contacted language line to communicate to the male so that he could understand completely what was going on.

The subject was appreciative of this and carried on to comply with any request or questions that we asked of him. On reflection of this incident, I could have phoned language line during our first interaction however, I believe I built a good rapport with the male and he did not feel frustrated that he did not fully understand what was happening initially and I believed the communication worked well between us both.

At Gwent police, we have collaborate with a number of agencies in order to support our communications with the public whether they are suspects, victims or witnesses. Some of these partner agencies include the British Sign Language which is a 24/7 online Interpreting

service to support the deaf community (Gwent Police, 2019), along with Interpreters and Translators from WITS (Wales Interpretation and Translation Service) organisation.

In order to work with these support agencies, an Interpreters and Translators Procedure document is in place. This document sets out protocols in line with the Police Procedure and Authorised Professional Practice for Police. It explains what is-expected of officers when dealing with a language barrier and ensures consistency to police practice. (Interpreters and Translators Procedure, 2014).

Within Gwent Police, we also abide by the Welsh Language Standards which is a shared commitment between the Gwent Police Crime and Commissioner (PCC) and the Chief Constable, that a bilingual service through the welsh language can be used in everyday life (Gwent Police, 2020). As a fluent welsh speaker myself, I feel very passionate about being able to speak our native language. I feel it is important for members of the public to feel confident when speaking to us at Gwent Police and to be given the opportunity to communicate in their choice of language. This will also help to achieve best evidence and gain accurate information to what has happened. This will also allow the person to feel at ease when explaining and communicating with police. It can be daunting to many to speak to an officer depending on their circumstances, therefore it is important that they are able to feel comfortable to communicate what has happened and how they feel. I also feel it is important for us to promote the language throughout the force.

From the beginning of my initial training in the classroom to now carrying out my duties in a practical professional manner, I understand the importance of my responsibilities in supporting victims and witnesses through the criminal justice system in line with the relevant codes of practice. Many individuals may not be a custom to dealing with the criminal justice system or police. Depending on the different circumstances to each victim and witness, will depend on what level of support that we and other agencies can provide for example, a victim

of a theft from a shed while the victim was away on holiday to a victim of domestic abuse, would be treated very differently. Differently in a way whereby, specifically trained officers would deal with certain high crimes in comparison to where a Police Constable will deal with low level volume crimes and investigation.

During my initial meet with any member of the public, I believe it is important to approach in a friendly manner in order to build a rapport quickly and to get the most out of each conversation. This is an example of the Betari Box, which is shown in the figure below.

Figure 1.0 shows Betari Box model (Mind Tools, 2020).



I believe how you approach and communicate with any individual will have an effect on how they respond to you. I have seen this from interacting with members of the public when trying to gain intelligence on crimes that has been committed in their area of living. Some members of the public have been reluctant to talk however by approaching in a friendly and confident manner; I have been able to obtain information, which has led to some key evidence to investigations.

When interacting with a witness or victim, it is important to understand and empathise with their situation, which involves both their personal life and the incident that they have been

involved within. It is also important to remember that no person will react the same as another even if the situation is of a similar nature.

Each witness and victim regardless of the type of crime, will be offered Victim Support. Victim Support is the overall arching organisation that we work with in Gwent Police to support all victims and witnesses to crime. Victim Support consists of six different organisations, which are, Connect Gwent, New Pathways, Embrace, Umbrella, Age Cymru and Mental Health and Wellbeing Advisor which all support the victim/witness differently depending on the individual. If there is specific support that is needed that Victim Support cannot provide, they will direct the person to another organisation that will be able to give the right support that is needed such as Women's Aid and Social Services. Below is a table, which explains what Victim Support offers (Victim Support, 2020).

Witnesses and victim may also be further supported by the criminal justice system if they are required to attend court and if they fall within the intimidated or vulnerable witness/ victim categories.

Under section 16 of the Youth Justice and Criminal Evidence Act 1999, a vulnerable witness would be a person who is;

- Under the age of 17
- With a mental disorder
- With a physical disability or a physical disorder
- With significant impairment of intelligence and social functioning such as a learning disability.

Section 17 of the Youth Justice and Criminal Evidence Act 1999, an intimidated witness would be;

- Any elderly and frail person
- A witness experiencing fear or distress about testifying in the case

- Any witness who self-neglects or self-harms
- Any complainant in a sexual assault case
- A victim of a domestic violence, a racially motivated crime or repeat victimisation
- A relative of the victim in a homicide case (Bryant et al, 2020).

If a victim or witness is a person who falls under either of these sections, police can request via the Crown Prosecution Service (CPS) for special measures to support during the court trial by submitting a MG2 form on behalf of the individual. By submitting this form, victims and witnesses are not guaranteed to be granted any special measures, as this is something that will be decided by the courts. However, if a witness or victim is under the age of 17 or if the case involved is of a sexual offence, victims and witnesses will always be granted the special measures regardless of the MG2 form.

Some of the special measures may include:

- Screens – These are made available to shield the witness from the defendant
- Live link - This enables the individual to give evidence from outside the court through a visual link to the courtroom.
- Evidence given in private.
- Removal of wigs and gowns by judges and barristers.
- Visual recorded interview
- Pre-trial visual recorded cross-examination or re-examination (CPS, 2020).

Through my experience the past few weeks, I have found it is important to explain to any individual that by making a statement, they may be asked to attend court to give their evidence. They must comply with this before making a statement as if they refuse to attend court when asked; they may be summons by the court for (Citizens Advice, 2020). This could be for many reasons such as their evidence could be key evidence which spoken to a jury in

Crown Court could have more of an impact or that the court would like to cross examine the witness / victim.

While engaging with a victim, it may be of use to gain further information by obtaining a Victim Personal Statement (VPS). A VPS gives the victim the opportunity to explain how the crime has effected them and their family, physically, mentally, financially or emotionally. Any victim is entitled to write one of these. A victim may write numerous VPS if the crime has effected them differently between different stages such as from the initial crime-taking place to when they attend court. 'The VPS will be taken into account by all criminal justice agencies in the case and can play a key part in sentencing' if the subject is found guilty in court (Victim Support, 2020).

When working with victims, witnesses or any other members of the public, considerations such as culturally sensitive or language preference is vitally important and that it is paramount that we hold our policing values and core values at the forefront of our work. It is important that we are emotionally aware and that we can understand ourselves before supporting others. We engage with members of the public during some of their most difficult times and therefore we must be able to control our own emotions in stressful and emotional situations before supporting others. We as police officers must be able to look after our own wellbeing and also members of the public in order to complete our role.

Being emotionally intelligent allows us to value diversity and the different approaches we can take to work, think and communicate with people from a variety of backgrounds. By communicating and acting respectfully and politely, will allow us as officers to gain the trust of the individual that we are communicating with. It is important to show compassion and empathy towards any situation as everyone will react differently to situations depending on their own resilience and history (College of Policing, 2020). Through my previous role, I have completed a vast amount of professional development on being emotionally aware and

having emotional intelligence. I believe this value is vital when communicating with members of the public and I believe I demonstrate this well during my work and personal life.

Other policing values that are vitally important when working with victims, witnesses that could be culturally sensitive or have a language preference is to be impartial, transparency and serve the public to the best of our abilities (College of Policing, 2020). These values is what separates us from others and the reason members of the public would trust us to support them in their time of need.

In conclusion, to this assignment, I believe I have explained the importance of treating everyone fairly no matter of his or her background, culture, language preference or vulnerability. I have highlighted the policing procedures to supporting victims and witnesses for those who may or may not be entitled to special measures through the court process by being classed as either an intimidated or vulnerable witness/victim. I have discussed a policing incident where I have personally dealt with a language barrier while carrying out my role and explained how I overcome this barrier by ensuring that the member of public felt as comfortable as he could.

It is said by Maya Angelou, -

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" (Willey,2020).

Word Count – 2,666

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:

The policing incident I am going to assess, reflect and evaluate is one where I issued a cannabis warning to a male. I am going to explain what happened, how I was feeling as the incident was taking place and complete an evaluation of the incident by utilizing the Gibbs Model of Reflection (1988). I will also discuss what I would do differently if this situation arises again (Reflection toolkit, 2019). By utilizing the National Decision Model (NDM), I was able to deal with the incident that unfolded in front of me in accordance with legislation, powers and policies and by using my discretion I was able to prosecute the subject in an appropriate manner.

The NDM is used in everyday policing and can be used as a risk assessment framework in order to make decisions. It is used throughout the country by police officers to support them in making every day decisions by assessing the threat, harm and risk of a call (THRIVE). The

NDM also allows for consistency throughout the whole force of justifying how we made those decisions. The final part of the NDM allows officers to review what had happened during the decision making process in order to reflect on the decisions made and if they would change anything for the future. The NDM is similar to the Joint Decision Model (JDM) which has been developed for other emergency services (College of policing, 2014) so that when the police and other emergency services work together, they are working off the same decision making tool.

Below is a diagram which explains the NDM with the Code of Ethics at its centre and the five stage process.



I was on duty with my tutor and co-worker on a day shift, where we were searching for a male subject who had just committed a burglary offence in the Newport area. I gathered information and intelligence by obtained description details from further units that were communicating with witnesses at the scene. I gathered information of what had been taken to support any evidence that could have been found on the male if he was located along with what direction the male was last seen heading towards. Shortly after receiving this information, we identified a male dressed in accordance with the description that was given in the surrounding area that the offence had took place. I spoke to my colleagues in the vehicle to prompt them that

I believe that we should conduct a section 1 PACE stop search of the male, as we believed he was carrying items in connection to the burglary (Blackstones, 2020). We had previously considered our powers and policies and even though we had a suspicion for arrest, we felt that it was necessary and deemed more appropriate to carry out a Section one stop and search in accordance to PACE 1984.

Here I assessed the threat of the male by focusing on his behaviour, size and demeanour, as we had no other information to utilize at the current time. My tutor pulled the marked police vehicle in front of the male as he was walking down the side of a road and my colleague and I exited the vehicle and detained the male between the vehicle and ourselves. As I exited the vehicle, I began the recording of my Body Worn Video (BWV) camera in order for the search and interaction to be recorded. This provided transparency for the stop search in order to support that the stop was legal (Metropolitan Police, 2020). Officers will always use their BWV cameras when performing a stop and search of a person, property, land or vehicle. We will also record on our BWV when attending a critical incident, using force against someone or their property or attending a domestic incident. The BWV cameras are there to aid police officers through gathering evidence and to support the account of the incident in case there is ever a complaint from a member of the public or if the case is taken to court (BWV,2020). I felt that the BWV mitigated some of the risk and threat that was in front of me as I told the male that he was being recorded at the time.

As my colleague is a male, he began the initial verbal communications with the subject, as he would be the one to carry out the stop search. As I observed the male with my colleague, I noticed that the male was displaying signs of being agitated and disruptive, which led to my further suspicion of the male. The male was eager to provide me with his jacket and bag and began conducting a search on himself and getting himself flustered. The male was sweating which I identified as his sweat was running down the side of his red face while his breathing

rate was erratic as if he had been running continuously. Here, I was feeling a little nervous for the way he was acting as I was unsure how the male was going to react however, I also felt excited as I thought this could be the male that would need to be apprehended if he was the burglar. I asked the male about his breathing rate and why the male was sweating profusely, as this could have been an indicator that the male was running from the police however the male stated he had just finished at the gym.

In order to ensure the males safety, we calmed the male down and assisted him to a safe location off the road. My colleague explained the grounds and reasonable suspicion in order to carry out the search (Blackstone's 2020, pg 168). It was at this point I was actively listening in order to ensure my colleague covered the necessary points of 'GOWISELY' in order for the search to be lawful in accordance with section one of PACE 1984. Below explains the acronym GOWISELY that is used to support officers to ensure they carry out a lawful stop and search (pg 169).

Ground of the suspicion for the search.

Object / purpose of search.

Warrant card if officer is in plain clothes.

Identify the officer carrying out the search

Station to which the officer is attached

Entitlement to a copy of the search

Legal power used

You are detained for the purpose of the search.

Once the necessary information had been explained, my colleague searched the male. I continued to observe the male to ensure the safety of the subject and my colleague. We did not feel it was necessary to handcuff the male even though he was being detained for the purpose of the search as he was compliant and there were three officers including myself at

the scene. Once the person search was completed - to which nothing was located in connection with the burglary, I began to search the male's belongings, which included the males' bag and outer jacket. As I picked up the jacket, I noticed a distinguishing smell of Cannabis (Green vegetable matter) (Applebury M, 2020) which is very distinguishable. I began patting the jacket down to which I heard a ruffling sound of a plastic bag in the right pocket. The male tried to quickly take the jacket off me before I had completed the search. This slightly infuriated me as I felt he snatched the jacket out of my hands, which added to my suspicion that there was something in the jacket's pocket's that the male did not want me to see. I asked for the jacket back to which I then searched. Upon searching the jacket, I located a clear bag, which contained Marijuana. I placed this in an evidence bag in order to seize the property in accordance to our seizing evidence procedure. It was at this point I had started to think about my powers once again and what options to consider in order to deal with this offence. I felt nervous at this time as this was the first time I had dealt with this scenario however after utilizing the NDM, I felt much calmer to handle the situation. I pointed out the offence under sec 5(2) of the Misuse of Drugs Act 1971 and cautioned the male. I explained that he was not currently under arrest and that I was going to carry out further lines of enquiries in order to deal with the offence in the most appropriate manner. I feel as though I explained what was happening in a confident manner.

The male was compliant, therefore I asked him to sit in the back of the marked police vehicle to ensure his safety and to prevent him from absconding. This is where I firstly used my discretion.

Discretion is defined by, 'the right or ability to decide something'. It is 'the choice or the right to make a choice, based on judgment' (Cambridge dictionary, 2020). As police officers, we use our discretion on a daily basis. We are governed by the law, however we may use our discretion in how we deal with certain offences as each incident is unique. An example of this

would be a theft. A single mother with no support taking unpaid nappies from a supermarket could be dealt with in a very differently manner to a prolific known offender who steals from stores or homes on a regular basis in order to profit from the theft. It is by our own discretion and by using the NDM to determine what is best for the individual, what is in public interest to prosecute and to investigate further in order to prosecute (CPS, 2018).

I did not place the male in handcuff's as I did not feel threatened or at risk by him. The male was compliant with all that I had previously asked and as there were three officers at the scene, therefore I did not feel this was necessary or proportionate.

As my colleague was completing some paperwork with the male in line with the stop and search he had previously conducted, I began my investigation into the male by gathering information and intelligence. I began this by obtaining further details such as the male's full name, date of birth and by asking him, 'has he ever been spoken to or been prosecuted in line with carrying cannabis or any other drugs'.

I then conducted a person search via the control room while asking them to clarify any previous in regards to warnings, Penalty Notices for Disorder (PND) or arrest. It was from this information; I would be able to determine what options would be available for me in terms of prosecution.

There are various ways of dealing with this type of incident depending on the information that we are provided and in the circumstances that the offence is taking place. These options include a cannabis warning, a PND / fine which could lead to the male being summons to court or arresting the subject. Under the intervention model, PND and warnings can only be used when the person is aged 18 or over, if they are not vulnerable and that the subject is competent enough to grasp the meaning of the officer's questions and can reply to coherently. Officers must also take into account if the person is:

- Currently under the influence at the time the warning / PND is being issued.

- The amount that is on ones' possession such as does the amount account for personal use.
- Is the subject in possession of any other drug at this time and
- do they admit to the possession of the cannabis (Blackstone's 2020, pg 258).

Officers must also take into account any aggravated factors when issuing a warning such as the location, time and previous on the individual.

Fortunately, as the male had no previous warnings or involvement with drugs, I decided to use my discretion, which was supported by the legislation above to issue the male with a cannabis warning. I believe this was necessary and a justified way of dealing with the subject as this was the subject's first encounter of being in possession of cannabis. The male did not perceive to be under the influence at the time and was cooperative during the process.

I began by obtaining the correct form used on my pocket notebook in order to fill out the necessary paper work for issuing the warning lawfully.

I conducted a small interview with the male in order to obtain further details, which was required for the form to be completed and to gain further intelligence of what had been located on the male's possession. The subject admitted to personal use of cannabis and answered all questions that I had asked. I clarified with the subject to ensure he understood what the warning entailed to which he confirmed that he understood what had happened and what would happen if he is caught by police with cannabis on his possession in the future. I felt confident delivering the warning and felt as though the form supported my approach to gain relevant information.

In evaluation of the incident which is the final step in the NDM, I believe I dealt with the incident well. I communicated with the male and used positive body language, which enabled us to build a rapport so that the subject would remain calm and aid the process. I followed the correct procedures in terms of checking any previous that the male could have had on

his record, along with following the intervention model via the guidelines to ensure I was following appropriate procedures.

After dealing with the incident, I then returned to the station where I updated all relevant systems such as Niche to ensure the warning would be processed appropriately and that all new information was updated correctly. The evidence was then booked into property via the correct procedures in an evidence bag, labelled correctly through exhibiting the evidence as the seizing officer along with the date, time and location of where it was seized and then booked into Newport Custody.

In conclusion to my own evaluation and what I would change for next time. I would search the property of the person being searched away from the person, as this could cause the behaviour of the person being searched to dramatically change if they did not want me to find something that is illegal within their belongings. This could also cause issues for my colleagues such as conflict and aggressive behaviour.

Policing values were engaged throughout the whole process of this incident and no bias was used during my decision. From the moment we stopped and searched the male, we had reasonable grounds for suspecting he could have been involved with the burglaries that had recently taken place in the area. We began recording on our BWV cameras in accordance to transparency and to ensure the stop and search was lawful. The stop was initiated to prevent crime and to support the victims that had recently been burgled. As the search unfolded, I found a bag of cannabis within the male's possessions and therefore dealt with the male in a respectful and lawful manner. I believe the incident was dealt with in an efficient and effective way as the male confessed to obtaining the drug and appreciated how we dealt with him (Our Priorities, 2020). I would not change the policing decisions that I made on this day as I feel they were justifiable and proportionate.

By using the NDM and policing values, I was able to resolve the incident that occurred. Especially as it was one that I did not expect to come across at this time. I believe I was responsible and acted in accordance with the Criminal Procedure and Investigation Act (CPIA) 1996 as I recorded and retained significant information along with seizing evidence in according to police powers and policies (Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of Practice, 2015). I managed the subject in an appropriate manner and by using my discretion, issued him with a cannabis warning. I advised the male that if he is caught in the future with drugs on his possession by police, this could result in him being arrested.

Word Count – 2,709

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
Understanding the information received on PNC for individuals and vehicles more quickly when using my Pocket notebook.	Completing more PNC checks and gaining an understanding of how the information is written and where to find relevant information for what I am wanting to know.	Tutor whilst in the PDU.	December
Gain a better understanding of case files and preparing them ready for court.	Completing case files during my time at the PDU and when on shift. Supporting other colleagues with their case files so that I can gain a better understanding and have more practice in completing them.	Tutor while in PDU. Colleagues and Sergeant when I transfer to my station.	On going
Interviewing suspects.	Completing suspect interviews when given the opportunity and progressing cases	Tutor whilst in the PDU. Colleagues when out on shift.	Ongoing

	to interview stage while in the PDU.		
Gaining a better understanding of dealing with sexual offences	Attending and completing an attachment at CID and attending calls with other officers to support sexual offences that has taken place.	Tutor at the PDU, colleagues and Sergeant at station. CID when completing attachment.	Ongoing
Identifying the correct offence in a prompt manner when dealing with subjects during incidents.	Re-capping on legislation, definitions, case law and points to prove. Gaining experience in dealing with different incidences.	Tutor in the PDU. Colleagues and Sargent when out on shift along with myself through taking time to read legislation.	Ongoing

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: B Saunders

Date: 24.11.2020