

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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.*

Contents:

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Developing resilience and using strategies to cope with and minimise stress is a vital skill within the police service (Sutherland & Miller, 2022). This essay will outline the strategies I have used to develop my resilience and minimise stress within the first six months of training, which included both physical and psychological techniques. Moreover, this essay will look at some research into the benefits of these strategies. Borton's model of reflection underpins the thematic structure of this essay which is broken into three stages: what, so what, and now what (Mulryan-Kyne, 2020). Using this model will help to establish what is being discussed, why this is important, and what this has helped me to learn. First, I will provide a definition of stress and its context within this essay. I will then outline the strategies I have used, my subjective opinion of them and finally provide a conclusion which outlines the now what section of my reflection.

While it could be suggested that stress is an easy concept to grasp as most people have experienced it at some point, defining stress and its cause is slightly more complex. It could be argued that this is due to where the emphasis is placed, on either the external environmental factors causing stress such as challenges or traumatic events, or internal factors such as our subjective perception of external factors (Harkness & Hayden, 2018). This essay will consider both internal and external factors in unison and interpret stress as the "body's multi-system response to any challenge that overwhelms, or is judged likely to overwhelm" our ability to maintain homeostasis, our bodies normal

state of functioning (Day, 2005, p. 1199). Furthermore, stress and resilience put into the context of my initial six months of training, was my ability to understand how external factors, such as studying for university exams and balancing work and family life, would influence my ability to maintain a normal state of functioning and perform effectively at work.

Wild, et al. (2020) suggest that interventions to improve resilience to stress can include exercise and mindfulness which supports the first two strategies I have used. The first strategy I used to minimise the effect of stress was to maintain and develop my physical fitness. I have learned in the past, particularly during my time in the military, that when I train it alleviates stress by giving my mind a simple task to focus on, which in turn blocks out external pressures and gives me time to put everything in perspective. During my first six months of police training, I exercised six days per week, which I feel helped me greatly to maintain health and minimise stress. It could be argued that physical exercise can not only reduce the effects of stress and anxiety, but also increase a person's wellbeing and overall mood (De Moor, et al., 2006; Mandolesi, et al., 2018; Scully, et al., 1998). Chia-Liang, et al. (2014) suggest that reduction in stress levels through exercise is a result of its ability to reduce cortisol levels that can be brought about by stress. This would support how stress is defined within this essay and how endeavouring to return our body to a normal state of functioning helps to minimise stress. Moreover, it could be argued that developing strategies to return my body to a normal state of functioning, such as exercise, has helped to develop my resilience towards stress in the future, by giving me a go to technique that has proved to work for me in the past.

The second strategy I used was to get out into nature in my time off, whether this consisted of a quick walk with my dog through local fields or forests during the week or going hiking on the weekend. Upon reflection I found that being close to nature brought about a sense of calmness. Rojas-Rueda, et al. (2019) conducted a comprehensive review of literature that studied the effects of green spaces and nature on our mental health, wellbeing, and mortality which found that the closer a person lived to green spaces increased their overall wellbeing. Rojas-Rueda, et al. (2019, p.474)

analysis suggested that nature “can have a positive effect on people with high levels of stress by shifting them to a more positive emotional state”. Furthermore, Daniels, et al. (2022) states that exposure to nature has a positive effect on our health and reduction in stress levels. This suggests that when I take the time to explore nature it has a positive effect on my wellbeing, reducing stress, as well as providing extra exercise, which as discussed earlier also has helped me to reduce stress. However, it must be stated that the first two strategies require time out of my day, and while I definitely feel stress is reduced while engaging in these activities, lack of time due to work is a stress factor in itself.

The final strategy I used was to simply talk to my partner. I felt that discussing stress factors to another person helped as they can often provide a new perspective on the situation. Slavin-Spenny, et al. (2011) suggest that disclosing a stress factor to another person, even if it is just once, can improve trauma and stress symptoms. I found this helped, particularly leading up to exams. My partner was able to give me advice on methods to improve studying due to her experience in academia. While I did mainly rely on the first two strategies to minimise stress, I feel that this strategy was particularly helpful to self imposed stress, such as the pressure of a looming exam, and I feel it will help me moving forward throughout my career.

In conclusion, I have defined stress for the purpose of this essay, its context within my first six months of training, such as balancing work and family life as well as exams, and discussed some of the strategies I have used to minimise and develop my resilience to stress, in particular physical exercise and exposure to nature. I believe this will help me throughout my career to avoid burnout and maintain my wellbeing, and I will continue to reflect upon their effectiveness in reducing stress and look to explore new methods as I enter the next phase of my training, tutorship.

Word count – 1047

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:

Dealing with conflict effectively is an important aspect of a Police Constable's role (College of Policing, 2020). This essay will reflect upon a recent incident which I attended during my tutorship phase of training which involved a breach of a restraining order and criminal damage. Throughout this essay I will use Borton's model of reflection to provide structure which will separate the essay into three parts. This will be used to show what is being discussed, why this is relevant, and show what I have learned. The first section will briefly outline the incident and provide legislative context to the offences committed. The next section will reflect upon the incident providing some insight into the use of force and communication that was utilised which will refer to the National Decision Making Model (NDM) and Betari's Box to understand why I

made certain decisions. Finally, I will outline what I have learned and provide a conclusion.

I recently attended an incident during my tutorship period where a female had a restraining order against her ex-partner. Her ex-partner was a male who was recently released from prison prior to the incident and had children with the female. The female called the police stating that the male had turned up at her house and was trying to gain entry which was in breach of his restraining order. When my colleague and I arrived on scene a neighbour of the reporting person told us that there was a male in the back garden of the reporting person's property. When we searched the garden, we found that the glass to the back door had been smashed. We then seen the female who looked extremely frightened holding a baby and a male moving towards her. My tutor who was carrying a taser entered through the back door and I moved around to enter through the front to prevent him escaping.

By the time I reached the front door the male had already exited so I conducted an area search and found him hiding in a bush in the front garden. The male became hostile when being detained so I used a reasonable level of force to move the male to the ground and arrest him for a breach of a restraining order and criminal damage. Due to injuries sustained to the male, cuts that he received when breaking and climbing through the glass on the rear door of the property, he was conveyed to hospital to receive treatment for his injuries.

The offences that took place during this incident were a breach of a restraining order and criminal damage. Criminal damage essentially is when a person without lawful authority destroys or damages the property of another either intentionally or recklessly (The Crown Prosecution Service, 2022). During initial attendance it could not be said for certain that the male had caused the damage to the glass, however, there was reasonable suspicion due to the circumstances surrounding the incident such as the male unlawfully gaining entry to the property, blood on the door, and injuries sustained to the male. The offence of breaching a restraining order was much clearer, with the male

present at his ex-partners address which was in violation of the conditions set out in the court order. A restraining order is a court order that is put in place to protect the victim of an offence from harassment or fear of violence (The Crown Prosecution Service, 2022).

When dealing with a conflict situation it could be argued that rationalising the decisions we make is particularly important as it relates to the policing principles of objectivity and openness (College of Policing, 2014). The National Decision Making Model (NDM) is a framework that provides structure and allows the police to systematically decide what course of action to take and rationalise a response to an incident (College of Policing, 2023). The NDM is split into five phases and underpinned by the code of ethics within the police service which incorporates the policing principles of accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness (College of Policing, 2014). The five phases are outlined below and put into the context of the incident.

Gather information and intelligence (College of Policing, 2023):

On route to the incident, I checked the males warning markers which stated he was a domestic violence aggressor towards the female and had multiple markers for being violent. This helped to formulate an understanding of how the male might react when we arrived.

Assess threat and risk and develop a working strategy (College of Policing, 2023):

The threat and risk posed to the female was high if he was not detained as the male had warning markers stating he had been aggressive towards her in the past as well as breaching his restraining order. Upon arrival the reinforced glass on the rear door of the property had been smashed. Only a small section had been cleared and the rest of the crystallised glass was in place with blood visible. This alluded to the state of mind of the male as he had used a lot of force to gain entry and was determined cutting himself in the process.

Powers and policy (College of Policing, 2023):

When detaining the male, he became actively resistant. Due to the nature of the circumstances and risk of violence I felt it was necessary to handcuff the male in order to safeguard colleagues. In order to carry out this procedure I felt it was justified to take the male to the ground under S.117 of PACE 1984 as he was increasingly becoming aggressive. S.117 states that a reasonable level of force may be used by a constable to carry out an action specified under PACE as long as it is justified and proportionate (Police and Criminal Evidence Act, 1984).

Options and contingencies (College of Policing, 2023):

Communication was used to ensure the male knew what was happening and to take control of the situation. This was firm but controlled while effecting the arrest and dealing with the situation. I will go into further detail regarding communication methods used after arrest to de-escalate the situation in the next section of the essay.

Action and review (College of Policing, 2023):

After the incident all the necessary forms were filled in, to account for what had happened and justify the level of force used.

These phases are cyclical and constantly evolve as new information is gained (College of Policing, 2023). However, whilst this model is effective and all elements are utilised, I feel that a lot of decisions are instinctual in a fast-paced situation. Nevertheless, gaining as much information as possible inevitably helps to inform these instinctual decisions.

Furthermore, it could be argued that using effective communication should be the first option when dealing with conflict. Betari's Box suggests that one person's attitude will affect their behaviour which in turn affects another person's attitude and behaviour in a cyclical manner (College of Policing, 2020). I found this to be true during this incident. Whilst detained in the cell of the police vehicle the male was aggressive and threatened to become violent when we arrived at the hospital. I felt that using my communication

skills could calm him down. Initially this involved talking and reasoning with him calmly in a relaxed manner and explaining what would happen next, such as how we wanted to get his injuries treated and that this is only possible when he is calm.

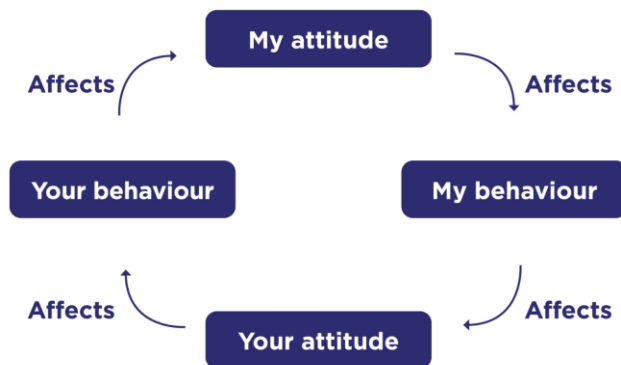


Figure 1. Betari's Box (College of Policing, 2020)

I then started to build a rapport with him by asking him questions about his injuries. He began to open up to me and told me about his issues and how he had recently found his best friend who had hung himself whilst in prison. I continued to engage in conversation with the male and by the time we arrived at the hospital he had completely calmed down and became compliant. Fitch (2016) suggests that building rapport is an important aspect of communication as it allows a mutual basis of trust to be built.

This incident has showed me the importance of communication in de-escalating situations. While it was clear that firm and assertive communication was needed initially to take control of the situation and prevent injury to either the female or officers, once control had been gained, using a calm and personal approach helped the detained person to calm down and become compliant.

I believe the biggest learning point I have taken from this incident and will use in future incidents is being prepared for the unpredictable. Utilising information on potential suspects through computer data bases and using this information to inform decisions to safeguard the victim and colleagues is essential. While fortunately no parties involved

were seriously injured there is always a possibility for incidents to escalate and having strategies informed by information can help to prepare.

This essay has discussed an incident involving criminal damage and a breach of a restraining order. It has highlighted the importance of communication in order to de-escalate a situation as well as the importance of taking control of a situation in order to safeguard a victim of crime. The NDM was discussed outlining it's context in this incident as well as Betari's Box to understand how the communication techniques I used helped to calm down the situation.

Word count - 1556

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:

Providing a quality service for victims is paramount in the police service as it embodies South Wales Police's victim focussed model of policing and placing victims to the forefront of our priorities (South Wales Police & Crime Commissioner, 2022). This essay will discuss an incident in which I supported a victim through the criminal justice system. The essay will use Borton's model of reflection (Mulryan-Kyne, 2020) to provide structure and split the essay into three main sections. This allows me to reflect upon the incident by discussing an incident, what was relevant about the incident, and what I have learned. This will take the form of a discussion around a policing incident, reflecting upon why the methods used are important, particularly their relevance to the competency and values framework, and finally discuss what I have learned and will bring forward to future incidents I deal with.

I recently attended a report of a male attempting to break into a house. Upon arrival I could see that the front door of the property was damaged, with the outer pane of glass broken. I went inside and talked to the victim who informed me that a male, known to him, had assaulted him. I could see he was bleeding from his head. I then arranged for him to receive medical attention as the wellbeing of the victim is paramount. I took some pictures and asked for some more details about what had happened. The victim stated that the male had asked him for a drink, which he had given to him, but when he left the room and came back noticed that more of his drink was missing. The victim confronted the male about this which led to a verbal argument and finally a physical altercation which involved the male hitting the victim with a can, punching him, and choking him. The male's partner who was also present separated the victim and the male and managed to lock the male outside. The male then became aggressive kicking the door until he finally left and returned to his partner's address. I then arrested the male for assault and criminal damage and conducted the post arrest administration.

After the detained person was conveyed to custody my colleague and I returned to the victim's address to gather further details and inform him we had arrested the male. The victim had a learning disability and I deemed him as vulnerable on the victim needs assessment which meant that he would receive an enhanced victim service in line with code two of the victim's code of practice (College of Policing, 2021). In 2021, a new victim code of practice was introduced for police in England and Wales which set out twelve rights for victims. These rights included the victim being able to understand and being understood, being offered support through referrals to partner agencies, and being updated about the investigation (College of Policing, 2021).

This code of practice sets out at a minimum that a victim's needs are to be assessed to ascertain whether they will receive an enhanced service, to be updated on the progression of the case, and to be offered referrals to support agencies such as live fear free for domestic abuse victims and South Wales Victim Focus (SWVF) for all victims of crime (College of Policing, 2021). Victim Focus are a charity, independent from the police, that can provide free independent support to victims of crime (South Wales

Victim Focus, 2023). Due to the circumstances surrounding this incident I referred the victim to SWVF and then informed the victim that I would be submitting an early help referral to help him access further support for his learning disability and alcohol dependency. An early help referral is a safeguarding process that can provide counselling, support, and further referrals and signposting to relevant agencies. I have learned that a particularly important aspect of modern-day policing is using a holistic approach and working alongside partner agencies to tackle issues outside the remit of the police, including but not limited to mental health, alcohol dependencies and behaviour support services.

The victim had disclosed to me that he had previously been taken advantage in the past by people due to his disability and that on this occasion he decided to stand up for himself. In 2019 one in four adults who have a disability were victims of crime compared to one in five adults without a disability (Office for National Statistics, 2021). This does not take into account those who have not reported an incident to the police. A study conducted by Willott, et al. (2020) found that only six per cent of people with an intellectual disability reported sexual abuse compared to fifteen percent of the general population in Birmingham from 2011-2013. This suggests there is a possibility that the victimisation of persons with disabilities could be much higher than recorded and the police have a duty to enable better services with vulnerable victims and endeavour to continue to diversify and strengthen the holistic approach employed currently.

Due to the victim's vulnerability, I deemed that it would be preferable to have an Achieve Best Evidence (ABE) interview to gather the best and most useful account of what had happened. An ABE interview is a visually recorded interview that is played in court as evidence in chief which has a "strong victim-centred and trauma-informed approach" (Ministry of Justice, 2022). After discussing the situation with an officer from the Criminal Investigation Department (CID), who was a trained ABE interviewer, the officer agreed to assess the victim. As a result of this assessment the officer determined that while the victim was vulnerable and eligible for an ABE interview, due

to his difficulty in verbal communication, the officer felt that it would be difficult for people to understand the visual recording and therefore proposed that a written witness statement would be preferable. However, he decided to take the statement due to his ABE training in order to get the best account possible from the victim.

The following day I re-attended the address to update the victim in person and explain the rest of the process to him. I also kept him up to date on the status of the arrested male, such as when he was bailed and the conditions that were imposed. At present I am finalising the case file for submission to the Crown Prosecution Service (CPS) and will update the victim when this is done, the outcome, and next stages of the process.

The importance of providing a quality service to victims cannot be understated. I feel that this allows greater engagement with the community and is the cornerstone of policing. Supporting a victim through the criminal justice system is also enshrined within the competency and values framework of the police, in particular public service. These values put the wellbeing and safety of the public to the forefront of policing (College of Policing, 2020). The College of Policing (2020) state that public service refers to putting the public first, seeking to understand their needs and adapting our approach based on their needs. It could therefore be suggested that these elements are embodied through the victims' code of practice. In particular, regarding this policing incident, how the needs of the victim were understood through the victim assessment, initially by me and then by the ABE trained officer, and those needs were met by tailoring the method in which his account was taken using a blend of a traditional statement and an ABE approach. Moreover, I feel the more we endeavour to understand the needs of victims, the more measures that can be put in place to provide safeguarding and enhance their wellbeing.

I believe I have learned a lot from this incident, particularly regarding the availability of services that can be accessed through early help referrals if a public protection notice is not warranted, and the use of ABE's to enhance the evidence gathered and provide the most positive outcome available for the victim. Furthermore, I have understood how

the values of the police are not only what we stand for but also provide oversight for developing mechanisms to help enact these values. In conclusion, I have discussed my experience of guiding a victim through the criminal justice system and reflected upon how the values of policing were engaged. This has included information regarding the vulnerability of persons with disabilities and how there is perhaps still a lot of work to do.

Word count – 1413

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:

This essay will discuss a recent incident I attended during my tutorship phase of training where I played a significant role. The essay will use Borton's model of reflection to provide the thematic structure and split the essay into three main sections (Mulryan-Kyne, 2020). This will start by describing the policing incident in order to provide focus and use the National Decision Making Model (NDM) to reflect upon the decisions I made. The essay will then discuss decision making, looking at attribute based and associative approaches to decision making, and the influence bias has on this process. The essay will then explain what my responsibilities were in accordance with the Criminal Procedure and Investigation Act (CPIA) 1996. Finally, the essay will discuss bias and how the policing value of impartiality helped to overcome this throughout the decision-making process.

I recently attended a policing incident where a father had reported that his thirteen-year-old daughter had bitten him, was verbally abusive, and threatened to kill herself. Upon

arrival I spoke with the father who informed me that he had confronted his daughter after he discovered that she had been sending indecent images of herself to unknown persons via the phone application Snapchat. I then spoke to the daughter who was extremely agitated and verbally aggressive at first, however, subsequently calmed down and became emotional. I spoke to the daughter for some time who would not disclose anything regarding the indecent images, however, spoke at length about how she felt alone and was being bullied at school. It became apparent that while she had committed an offence of assault on her father, she was potentially a victim of child sexual exploitation (CSE) and needed safeguarding and support. Usually during an incident involving an assault in a domestic setting, both parties would be separated to allow a cooling off period, however, due to the daughters age and not having anywhere to go I felt this was not appropriate and that discretion should be used. Discretion means using professional judgement in a policing incident and choosing the best option taking in to consideration the circumstances which can be utilised through the NDM (College of Policing, 2023). The father stated he did not want to make a complaint regarding the bite, did not feel under threat and just wanted the images to be investigated. I then spoke to my Sergeant to discuss the situation.

It was decided that the female could stay at the property and that the phone would be seized to investigate who the recipients of the images were and whether they had requested the images to be sent. Once the phone was seized all the necessary paperwork was completed and the phone was booked into property stores in preparation for examination. I then submitted a public protection notification (PPN) which I assessed to be high risk. A PPN is a form that is used to assess the risk of a vulnerable person, particularly when dealing with domestic abuse, stalking and harassment cases and is used to record safeguarding concerns. This is then reviewed by the public protection unit who then share that information with partner agencies if relevant, to put in place safeguarding measures in a holistic approach (South Wales Police, 2021).

The legislative context surrounding this incident were that of assault, distribution of indecent images, and potentially making a child distribute indecent images. The assault

comprised of the daughter biting her father. However, due to the nature surrounding the incident, no injuries sustained, and the father not wishing to make a complaint, this assault was not progressed. The second offence regarding the indecent images was slightly more complex due to the unknown circumstances surrounding the taking and distribution of the images. S.1 of the Protection of Children Act 1978 defines the offence of indecent images of children. Subsection 1 of this act states that it is an offence to

take or permit to be taken [or to make], any indecent photograph [or pseudo-photograph] of a child; or to distribute or show such indecent photographs [or pseudo-photographs]; or to have in his possession such indecent images (Protection of Children Act, 1978)

This offence is still currently under investigation with the aim to determine who the recipients of these images were, whether they were involved in coercing the child into taking and distributing them, and whether they are still in possession of the images or have distributed the images further.

The NDM, as discussed in assignment two, is a framework used in the police to make decisions based on a cyclical process of gathering information and intelligence, assessing the threat and risk, considering powers and policies, identifying options and contingencies, and taking action and reviewing the outcome (College of Policing, 2023).

The first stage is to gather information and intelligence (College of Policing, 2023). On route to the incident, I reviewed Niche and PNC via my mobile device to ascertain whether there were any pertinent safety issues which would be outlined by warning markers and flags. There was no relevant information at this stage. I then talked to both parties, the father and daughter to find out further information which as previously discussed led to information around the sending of indecent images of a child.

The next stage is to assess the threat and risk (College of Policing, 2023). During this phase I deemed there was no substantial threat to the father regarding further violence, however, discovered there was a substantial threat to the daughter in terms of CSE. The NDM process allows for discretion which enabled me to determine that due to the lack of risk separating the parties was not applicable.

Following this I considered the powers and policies available to me (College of Policing, 2023). S.19 of the Police and Criminal Evidence Act 1984 gave me the power to seize the phone in order to investigate the offence outlined earlier regarding indecent images as there were reasonable grounds to believe it was evidence of that offence (Police and Criminal Evidence Act , 1984).

The final stage was to take action and review (College of Policing, 2023). This took place by seizing the phone and preparing it to be examined. This also included a comprehensive update on the occurrence on Niche which is also reviewed by supervisors. As discussed earlier a PPN was completed to ensure measures could be put in place to safeguard the child.

Banks & Gamblin (2022) conducted a study to determine whether attribute-based decision-making processes, based on an analytical approach, produced a greater outcome than associative approaches, which relies on previous experiences. This study concluded that combining the two approaches has the greatest outcome on decision making. However, there are others that argue that attribute based processes have a better decision outcome due to the subjective bias associated with associative approaches (Milkman, et al., 2009; Morewedge & Kahneman, 2010). Nevertheless, it could be suggested that using a set model, such as the NDM in combination with our associative experience of previous outcomes from decisions made could produce the most positive outcome. However, an important aspect of this is negating cognitive bias. It could be argued that this can be achieved by understanding our positionality such as how our age, gender, ethnicity, experiences, and culture to name just a few, have shaped our perception of the world and created unconscious bias (Milner, 2007; Takacs, 2002).

Nevertheless, it could be argued that embracing the policing value of impartiality, which involves treating each incident based on its own merit and making objective decisions based on the best information available (College of Policing, 2020), and doing this with an awareness of how our positionality can create unconscious bias, possibly can help to limit the impact of bias. This ties into the NDM model and how utilising the principle of impartiality and understanding our positionality can perhaps help to increase our objectivity in decision making particularly during the identifying options and contingencies phase.

The CPIA 1996 is a wide-ranging piece of legislation that states conditions and codes of practice that must be met during an investigation. These range from the disclosure process to codes of practice regarding the investigation (Ministry of Justice, 2022; Police and Criminal Investigation Act, 1996). Regarding this policing incident, I am currently pursuing all reasonable lines of enquiry available by seizing the phone for examination which will possibly lead to further lines of enquiry. I will retain all paperwork surrounding the seizure of the phone and any other material which is relevant to the investigation to conduct the disclosure process at a later stage in the investigation before the case file is sent to the CPS.

Reflecting upon this incident I have learned a lot. While I originally attended a call regarding an assault, it evolved into possible CSE. This has shown me that incidents can be more complex than they first appear, and that time is needed to gather as much information as possible to make the best possible decisions using the NDM and embracing the policing values.

In conclusion, I have discussed an incident in which I reflected upon how the NDM assisted me in my decision-making and the conditions of the investigation that needed to be met regarding the CPIA 1996. Furthermore, I discussed the role of unconscious bias and how we can possibly limit this to an extent by making ourselves aware of our positionality and embracing the policing value of impartiality.

Word count - 1567

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
Improve understanding of submitting case files	Through the practical application of submitting a full case file. Whilst I have submitted elements of a case file thus far, I wish to have a competent level of understanding in submitting all elements.	Colleagues in my team and my supervisor.	I aim to complete a full case file by the end of my first year.
Improve my witness and victim statements	By reviewing witness and victim statements that are of a high quality and comparing them to my statements so far. Furthermore, the more statements I	My colleagues and supervisor.	I aim to improve upon my statements by April and continue to develop this skill throughout my first year.

	complete I feel the more I will learn		
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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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Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and 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: Colm Callaghan (Learner - Electronic signature or type name)

Date: 19/03/2023