

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: Hugh Conway

Learner's University Registration Number:

1920597

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.

Contents

Workbook	Area of Professional Practice	Word count
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:

The year 2020 will be remembered for the profound effect that the pandemic COVID-19 had on millions of people around the world. However, for me, it was the time that I was attested in to South Wales Police as a Police Constable and thus, was a momentous moment in my life. Starting a new occupation can be challenging enough, but starting one during an unprecedented global pandemic has made it even more strenuous and complex. The following essay will discuss and compare the coping strategies that I have applied to develop resilience and minimise stress during my initial six months of learning since March 2020. Firstly, I will discuss the coping mechanisms used in building personal resilience over the previous six months. Secondly, I will discuss the coping strategies that I have applied to minimise stress. I will explore how physical activity, mainly going on walks and working out has helped to diminish stress. Thirdly, I will outline the importance of communication, and how talking and sharing problems has built resilience and minimised stress.

“What is the engine that drives us? We will each have a different engine. We’ll be influenced by our background, family, education, affluence, location, spiritual perspective and work”

(Hughes et al, 2019, pp. 243)

The previous six months has consisted of constant learning, deadlines and practical assessments. Throughout the initial period of learning, I have had to absorb a substantial amount of information and understand in great depth everything that has been taught. It is critical to note that knowledge is not only necessary academically. As a police constable, I must be able to put theory in to practice and execute my role with great confidence, expertise and competence. In reference to the quote cited above, every individual has a unique character and driving force in order to succeed. From the outset, I pride myself on having the drive and ambition to excel in everything I do. In life, I want to be the best I can be, and I believe it is this mind-set that forms the main components of my ‘engine’. I can recall over the previous six months thinking to myself that there is no way that I can know all of this information. Not only learning it, but executing the knowledge practically, and revising copious amounts of legislation verbatim in preparation for the examinations. There were times when I did not understand the theory which led to periods of feeling stressed and under pressure. The word stress can be very difficult to define. Quite simply stress can be defined as “our body’s

response to pressure from a situation or life event” (MHF, 2018, para. 1). Stress can take many forms and can affect individuals differently.

During moments of stress I must rely upon my personal resilience to respond to challenges with positivity and optimism. Berstene (2014) defines resilience as the “ability to deal with large amounts of disruptive change while remaining effective and productive” (p. 39). The disruptive change in my experience was Covid-19. The pandemic was and currently still is an unprecedented public health emergency. Whilst all other universities and educational establishments were either closed or suspended, we were expected to continue with our learning programme albeit with modifications.

One of the key aspects of my personal resilience is embracing change. Due to the pandemic, every day introduced new challenges and ways of working. We were predominantly working from home on our laptops through virtual lessons, and not benefiting from that ‘teacher/pupil’ classroom contact. Remote learning from home was difficult, and at times, it felt as if I was self-teaching through the form of PowerPoints. It was easy to fall in to the mind-set of complaining, thinking negatively and being foul of procrastination. Moreover, it was even easier to fall behind and not complete the necessary PowerPoints. As Hughes et al (2019) states: “fighting or opposing something you cannot change causes unmanageable pain and suffering. By accepting a situation and avoiding resistance, you can start to embrace the choices which emerge from this. You focus your energies to work around your problem or issue rather than against it” (p. 262). I quickly came to the realisation that Covid was reality and there was no other choice than to adapt to the unprecedented times. I accepted that the pandemic was a major obstacle. I had to remain optimistic and confident in my ability and I quickly came to the assumption that change does not necessary mean a bad thing; it is an opportunity to succeed. On a positive note, lockdown enabled me to get a head start on revision, and thus could be portrayed as an unseen benefit. Craig (2020) outlines how resilience coincides with personal grit to overcome challenges, and it is this grit that it used to “overcome hurdles” (para. 21). I encountered these hurdles and overcame them by withstanding adversity and focussing on the long term goals of being a successful police constable.

During my initial six months of learning, I did suffer from stress related to academia. Understanding theory and examinations were things that contributed to me feeling under pressure and anxious. Stress does not always have to be a bad thing and throughout the previous six months, I have used the stress to motivate me to both work harder and to build resilience during difficult times.

One of my main coping strategies for reducing stress over the previous six months has been exercising. Due to the closure of gyms, I have relied upon home workouts and going out walking to relax and take my mind off work. I find that exercise is a welcome distraction and the change of environment helps me to relax. Some days consisted of me sitting at my desk for 8 hours and thus getting up and being active helped in feeling less tired and confined. There has been substantial amount of literature relating to the benefits of exercise and the reduction of stress. Jackson (2013) states that 20-30 minutes worth of exercise can lead to a ‘calming effect’ which can last for hours post exercise. Similarly, HHP (2018) argues that exercise “has a unique capacity to exhilarate and relax, to provide stimulation and calm, to counter depression and dissipate stress” (para. 4). Critically, Burg et al (2017) and Linke et al (2011) state that there is a failure of people maintaining long-term exercise programmes. One must ask whether people only exercise when they are stressed or whether they are exercising as part of a routine programme. Furthermore, I sometimes find myself exercising to ‘get away from the problem’ and thus it can be seen that I’m using exercise as

a temporary measure to avoid dealing with the issue that is generating the stress. There were times when I was out walking and listening to pre-recorded revision notes through my mobile. To combat this, I introduced a strict revision timetable where I could 'switch off', relax and not feel overwhelmed with the workload. On reflection, this enabled me to use my breaks efficiently and as a result, I felt less anxious and stressed.

A strategy that I also continuously used during stressful periods over the previous six months consisted of communicating and speaking with colleagues and peers.

“People prefer to interact with others who are experiencing similar emotions”
(Townsend et al, 2013, p. 526)

Methods used included skype calls, group chats and speaking openly with colleagues. As the proverbial saying goes – ‘A problem shared is a problem halved’. Other students were in the same situation, so sharing problems with them resulted in us problem solving as a collective team. Furthermore, I could draw on the knowledge and experience of the trainers in order to clarify any queries and to answer any questions. As students, we also had the opportunity to give weekly feedback on an online survey called ‘Slido’, which allowed me to voice any concerns. USCMSB (2014) states that people should share their feelings with “someone who is having a similar emotional reaction to the same scenario” (para. 1). In my circumstance, this definitely helped as it made me realise that I was not the only one feeling the strain of the heavy academic workload. It also acted as a source of motivation, where my colleagues and I worked together to complete tasks and revise for examinations. Deasy et al (2014) acknowledges that stress is “part of the student experience” (p. 2), and it was vital in my circumstance, that I used this stress as a driving motivator to succeed. There has been numerous academic research on coping and its link to stress (Abel, 2002; Dewe et al, 2010). Deasy et al (2014) state that coping is defined as “cognitive and emotional attempts to deal with the internal or external demands of the encountered situation” (p. 3). The ways in which people cope with stress is strictly individualistic and can include an array of coping strategies.

In conclusion, Covid-19 has undoubtedly had a profound effect on the previous six months of police training. Not only has it been a challenge for society it all, it has forced new ways of learning and adaptations to teaching. This essay has discussed and compared the personal coping strategies used during my initial six months of police training to develop resilience and minimise stress. I firstly spoke about personal resilience and how having a positive mental attitude kept me motivated and on task. Secondly, I spoke about the importance of embracing change. Covid-19 has had a major impact on my training and thus I had to adapt to the situation and realise that change is not always a bad thing. Thirdly, I then explored the concept of reducing stress through the means of physical exercise. Lastly, I discussed the importance of effective communication and how sharing problems and concerns reduced the feelings of stress and anxiety.

Word Count - 1640

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:

One of the key roles of a police officer is to serve and protect. Consequently, police officers therefore respond to and deal with incidents that may involve conflict. Conflict can be described as a "collision of interests" (Cooper, 2003, p. 85) and in a policing sense, this could be between an officer enforcing the law and a member of the public who disagrees, opposes or resists the officer's instructions. This essay will discuss a policing incident which I attended that involved conflict. In order to explore and reflect on the incident, I will use the Gibbs' Reflective Cycle which was developed by Graham Gibbs in 1988. The framework introduced by Gibbs will allow me to navigate and analyse my experiences during the incident. I will aim to assess the incident using social and legislative contexts, reflect on my application of effective communication and describe my decision to determine whether use of force was necessary. I will firstly begin the essay by introducing the Gibbs' Reflective Cycle and give a brief explanation as to why I have selected this model to reflect on my actions during this incident. Secondly, I will then examine through the six stages of Gibbs' Cycle in order to reflect on my experiences of the incident.

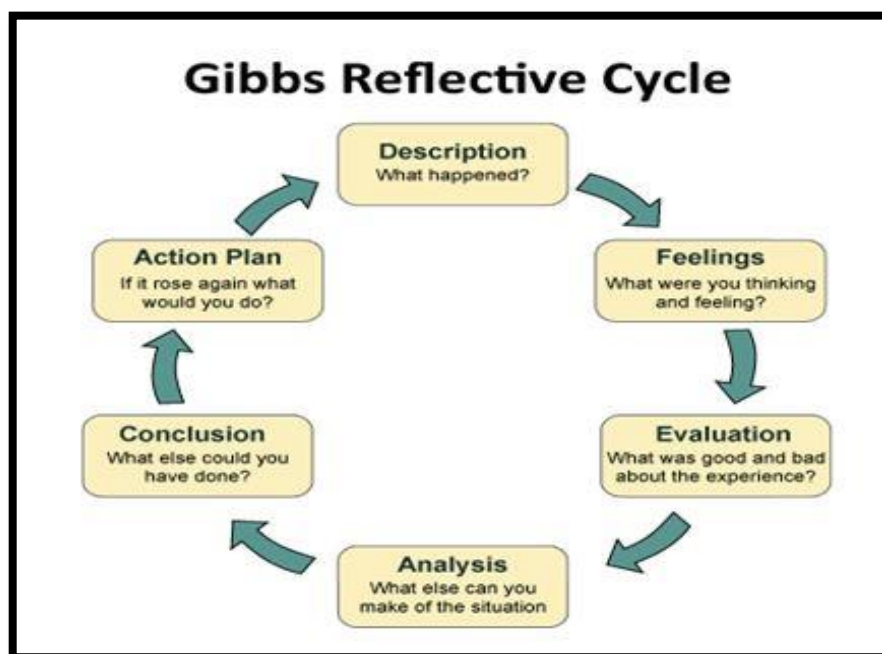
Reflective skills are essential tool as they "enable you to apply your theoretical knowledge to real-world situations" (Copley, 2011, p. 70). As a police officer, I am constantly learning and adapting my skills and knowledge to an array of different incidents and situations. Post incident, I kept asking

myself – What did I do? Did I do it well? What can I do better next time? As a professional occupation, police officers must continue to reflect on their actions and experiences in order to gain public trust and police with the public's confidence. Police officers need to "display greater levels of professional judgement, take greater risks in their decision making, and use their discretion to foster confidence in modern policing" (Christopher, 2015, p. 326).

Reflection can give meaning to an experience. Copley (2011) discusses the Kolb (1984) learning cycle, and states "we learn from experience and we are able to do this by reflecting upon the things that have happened to us in order to make sense of them. Learning is therefore a process of experiences and reflections upon them" (p. 25). Reflection is key for professional learning, as officers look at their own performance and critically analyse their actions in order to improve their overall skillset and incident handling. Reflecting upon previous incidents builds professional competence, and thus allows officers to "think consciously about some of the factors that may have contributed to or influenced its occurrence" (Copley, 2011, p. 34). Critically, Jasper (2013) acknowledges that reflection is not always easy, and that "many professional experiences are challenging in so many ways that it can initially be difficult to conscientiously expend the time and energy required to systemically think through experiences that have proved less than optimal or even those that were serendipitously successful" (p. 14).

By using Gibbs' 1988 reflective cycle, it will encourage me to think systematically about the incident and allow me to examine my experiences in six stages of reflection.

Diagram 1 – Gibbs' Reflective Cycle, 1988



Source: Lily.Peters (2014)

The six stages of reflection will enable me to explore in depth the experience gained from the incident. Differently to other models, Gibbs' model will encourage me to examine my feelings and emotions during the incident. This will give me greater capacity to make sense from the experience, and to learn and prepare me for future conflict occurrences.

Description – What happened?

My colleague and I were assigned to a Grade 1 domestic incident at a block of flats. There were no offences disclosed at the scene but due to the nature of the call, I needed to ensure positive action. It was decided that the perpetrator was to leave the property for the evening. The perpetrator was registered homeless, therefore we attempted to reason and see if there were any family or friends in the locality. The perpetrator turned aggressive and stated that they were going to head to their mother's address by foot. I offered transport and assistance multiple times, but this was ignored. Once the perpetrator had left the premises, they were told that they could not return to the address. After numerous warnings, the perpetrator ignored my advice to leave the area and attempted to walk towards the entrance. I then arrested them in order to prevent a breach of the peace, and placed them in handcuffs.

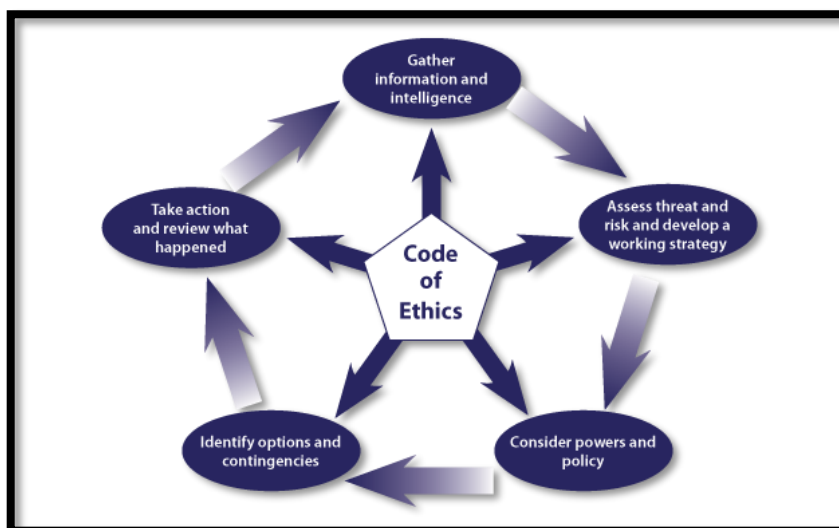
As the handcuffs were applied, the suspect then began resisting both my colleague and I. They were verbally aggressive and kicking out. They were shouting stating that they wanted to enter the flat. They collapsed to the floor and refused to walk to the police vehicle. I tried calming them down but this made them even more verbally aggressive. I continuously spoke to the suspect in a calm manner, trying to instruct them on what we needed them to do. We managed to get the suspect to the rear of the police vehicle and attempted to place them in to the back of the van. The suspect was refusing to enter the rear of the police van, and begun to kick out at officers to prevent us from closing the doors. After ongoing conflict and struggle for approximately four minutes, the suspect was placed safely in to the rear of the police van and then transported to custody.

Feelings – What were you feeling and thinking?

On route to the incident, I felt some nerves and excitement. I had only completed two sets of shifts prior to this incident occurring and had not experienced conflict as of yet. Richardson et al (2019) highlights the unpredictability of being a police officer, and states that the occupation "puts officers in highly unpredictable situations where seemingly ordinary encounters can turn violent" (p. 37). The situation at the premises was initially calm, but then quickly turned in to a scenario where both my colleague and I were subject to conflict. Herrero et al (2010) states that "anger is a protective emotion. It guards us against attack" (para. 3). In this incident, the suspect was attempting to protect their freedom whilst I was attempting to protect and safeguard my colleague, the victim, the suspect and myself. During the conflict and physical resistance, I ensured I abided by the police code of ethics and standards of professional behaviour. I remained professional and calm during a time when my adrenaline was rising. During times of conflict, emotions rise and intelligent rational decisions go down. It is thus why I ensured that all my actions were justifiable, proportionate, legal, accountable, necessary and ethical. I ensured that the use of force was reasonable, and only did apply force when it was necessary to protect all involved from risk or harm.

During conflict situations, “complex decision-making disappears, as does our access to multiple perspectives” (Hamilton, 2015, para. 6). Current literature have stated that stress negatively impacts upon decision making (Starcke, 2008, Pabst, 2013), thus police officers who frequently find themselves in stressful situations are expected to make calm, professional and rational decisions. Although reflection and experience can aid decision-making, during this incident I solely based every one of my actions upon the national decision-making model (Diagram 3). At the heart of the model is the code of ethics, which should form the basis and behaviour of all police officers.

Diagram 2 – National Decision-making Model

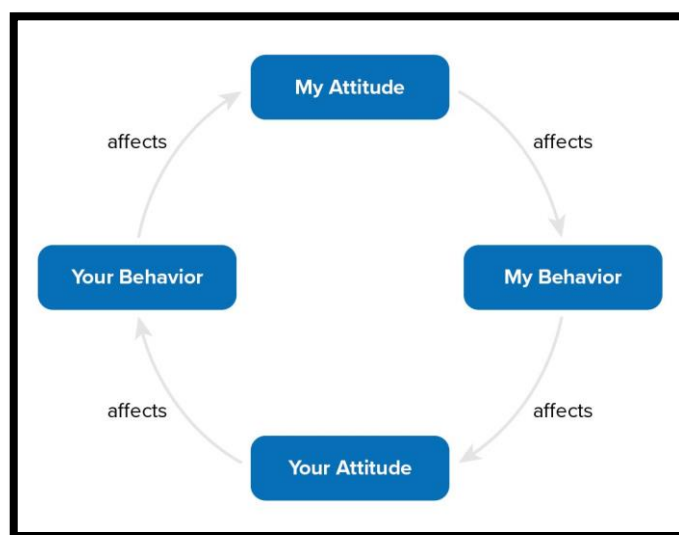


Source: College of Police, 2013

Throughout the conflict, I ensured that I used reasonable force in line with PACE 1984. As the suspect was already handcuffed, I had to keep hold of their legs and try to manoeuvre them in to the police vehicle. I can recall thinking during the incident – what is the best way to get this suspect in to the van? Due to the suspect continuing to struggle, it did cross my mind as to whether we needed further assistance from other units. The reason why I did not request other units is due to the fact the suspect was beside the rear of the police vehicle and they were refusing to get in. Throughout the incident, both my colleague and I were in control. On reflection, if the suspect did become confrontational before I placed handcuffs on them, I would have definitely requested more units in order to make the arrest as safe as possible for all parties.

During the incident, I was aware of how my behaviour, tone of voice, body language and actions could have a negative effect on the behaviour of the suspect. This is illustrated in the Betari's Box model shown below.

Diagram 3 – Betari's Box Model



Source: MindTools, 2019

Due to the suspect being intoxicated, I ensured that my attitude and behaviour remained calm, polite and professional. The very last thing I wanted to do was to exacerbate the suspect's aggressive behaviour. I had the authority and the responsibility to keep the situation under control, and thus it was paramount that I remained calm in all that I did. Barker et al (2008) states that "trends in police-civilian research suggest that cooperation with the police flows from trust and confidence" (p. 93). I took into consideration that the suspect's attitude and behaviour might be one that opposes authority and police interference. If so, that would further highlight the importance of me remaining professional and vigilant regarding the safety of those present.

Evaluation – What was good and bad about the experience?

Throughout the incident, I ensured I kept my demands simple and clear. I asked open questions that allowed the suspect to facilitate an "unlimited number of possible answers" (Copleand, 2017). Some examples of questions I asked during the incident included the following:

- Where can we take you?
- Why are you resisting?
- What can I do to make you listen to me?

The suspect did acknowledge these open questions, albeit replying with profanities. I feel as if the questions enabled the suspect to acknowledge what was being asked. Once the suspect did speak,

I ensured that I did not interrupt and listened to what they had to say. I demonstrated active listening skills by understanding their needs and demonstrating concern. I gave the suspect respect and courtesy and remained in constant communication with them. One thing that I have learnt is the skill of knowing when it is best not to say anything. There were moments when the suspect was behaving erratically and no matter what I asked I was still going to receive verbal aggression as a response. I feel that if I stopped demanding the suspect to comply and gave the suspect a couple of minutes to air their concerns, this would have demonstrated empathy and reflected attunement (Pabst, 2013, Phillips, 2012).

Both my colleague and I acted swiftly and safely in order to get the suspect in to the back of the van. I knew that if we continued to struggle in the car park, there was a greater chance of injury to all involved. I used the escort position in attempting to get the suspect near to the police vehicle. Once they began resisting further, I then adapted my position and placed the suspect in to an entangled arm lock in order to support their bodyweight and enhance personal safety for all. I kept telling the suspect to “stop resisting”, and kept explaining that they were arrested and needed to go in to the back of the police vehicle. I attempted to negotiate with the suspect, but due to their drunken demeanour and erratic behaviour, this was unsuccessful. In reflection, the incident was successfully managed as my colleague and I placed the suspect safely, in to the police vehicle without any parties getting hurt. Furthermore, by removing the suspect from the scene, we were also safeguarding the victim from any further harm.

Analysis – What else can you make of the situation?

“For law enforcement professionals, communication skills are the most important of all skills necessary to succeed in your profession”

(Glennon in Grubb and Hemby, 2019, p. 2)

Throughout the incident, I remained calm and professional ensuring effective communication. I wanted to portray empathy and understanding. Communication in this instance was my strongest weapon. I continued to communicate throughout the incident with my colleague in order to ensure clarity, safety and direction. Bain et al (2014) suggest that if the public perceive police behaviour as being “just and fair, they are more likely to see police authority as being legitimate” (p. 268). I continuously stated the reasons and the necessities of the arrest to the suspect. I could clearly see that the anger from the suspect was due to them wanting to stay with their partner. Due to them being intoxicated, this added fuel to the fire and caused the suspect to become unpredictably aggressive.

The incident came to a positive conclusion due to the fact I could justify all my actions. The use of force used was proportionate, and I was acting in accordance of policy and procedure. I continually conducted dynamic risk assessments and took into consideration the National Decision-Making Model in all my decisions and actions. I had the common law power to arrest as I had a reasonable cause to believe a breach of the peace would be imminent if officers were not present.

Conclusion – What else could you have done?

This incident was my first dealing with conflict as a police officer. I learnt that every decision and action must be justified, proportionate, legal and accountable. I learnt the importance of effective communication with both the suspect and my colleague. I had a duty to protect the victim, thus it was paramount that I needed to act. Once the suspect began resisting officers, I quickly realised that it is my duty to bring that incident to an effective and swift closure. I needed to remain calm, but also portray respect and professionalism.

I have no doubt that this will not be my first conflict experience. When handling future occurrences, I will ensure that I take a couple of moments to think about my actions. Not only will this lower my heart rate and stress, it will bring the incident to a safe closure. I have already discussed the incident with my tutor, and we have evaluated and analysed our decisions and actions. Moving forward, I now know the correct procedure for placing violent suspects in to the rear of the police vehicle.

Action Plan – If it rose again what would you do?

In future conflict, I will ensure to take control of the incident and remain calm and professional. I will continue to reflect and evaluate my own performance during conflict by having discussions with my colleagues and peers. I will also take advantage of Body Worn Video, in order to assess my own individual performance and to judge on whether I could have done things differently. If I had to deal with the same suspect again, I have the benefit of this experience in order to prepare for unpredictable behaviour. Although they may be non-confrontational in a future incident, I will be situationally aware and alert for the safety of all those present at the scene.

I will continue to reflect on my performance after every incident. I will continue to professionally reflect on my actions and behaviour, and use models such as Gibbs' to assist my professional and operational learning.

This essay has explored a conflict incident by using Gibbs' Reflective Cycle. Gibbs' cycle has enabled me to dissect and explore the incident in great depth, and given me the opportunity to reflect on and assess my performance in dealing with the incident. I have firstly discussed the importance of reflection, specifically in relation to a police officer and improving performance. Secondly, I have then explored the six stages of reflection introduced in Gibbs' Reflective Cycle, focussing mainly upon assessing social and legislative contexts, reflecting on my application of effective communication and determining my decision-making regarding the use of force.

Word Count - 2736

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:

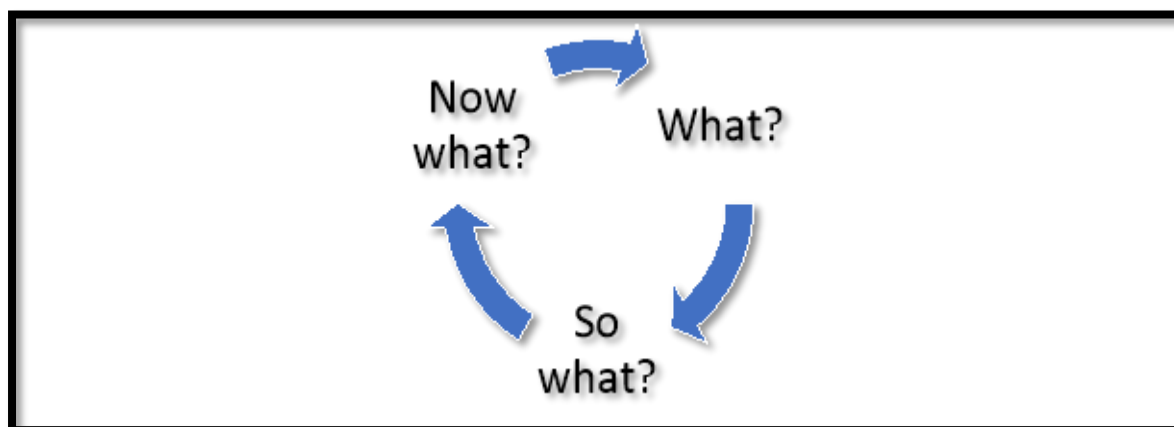
Police Officers are “expected to exercise their powers and procedures fairly and without bias” (Bryant and Bryant, 2020, p. 64). Members of the public must be treated with fairness, respect and impartiality. This essay will focus on the key themes of criminal justice, valuing difference and inclusion. I will explore these themes through critically reflecting an incident to which I attended. In order to reflect and apply theoretical knowledge to this real life experience, I will use Rolfe et al’s Framework for Reflexive Learning (2001). The framework will allow me to critically assess the social and legislative contexts, reflect on my responsibilities and procedures in line with the relevant codes of practice and analyse how policing values were engaged.

Police Officers must deliver the highest form of professional service whilst dealing with complex and difficult situations (Copley, 2011). Bryant and Bryant (2020) outline how the police are “often the subject to intense scrutiny after incidents” (p. 138), and these can range from the national level down to individual experience. To “further understand and more effectively deal with the type of ‘wicked problems’ the police are increasingly faced with, critical thinking is imperative” (Norman and Williams, 2017, p. 202). Especially for those officers who are newly starting their careers, critically reflecting on their actions and experiences will only best prepare them for the future.

Reflective practice is a “process of critical evaluation and self-assessment whereby one deeply explores an event in order to learn from experiences, and consequently undertakes a change in perception or behaviour” (Fontaine, 2018, para. 1). Many of the incidents attended by police officers are rarely straightforward, thus it is paramount that officers take the time to reflect and learn from their experiences and actions. Christopher (2015) states that “experiential learning arising from critical reflection underpins continual professional development throughout a career” (p. 329), whilst Francis-Smythe (1999) highlights how experiential learning must be personal and unique to the preferred style of that police officer. Critically, police officers must not be too reflective on their performance. Being over critical on their performance and on every decision made can be counterproductive, and as John Ruskin once stated “A man wrapped up in himself makes a very small parcel” (Razzetti, 2018). Police Officers often find themselves in fast-changing and dangerous situations, whereby they may only have a split-second to make their decisions. Deliberating or over-assessing on making a decision could result in a member of public or a colleague getting seriously hurt or killed. It is paramount for officers to make their decisions based on a set of “ethical principles and not in an arbitrary manner, or according to emotional response or prejudice” (Bryant and Bryant, 2020, 78).

Rolfe et al’s (2001) model encompasses that of Borton’s (1970) model, and asks the same three questions portrayed in the diagram below.

Figure 1 – Rolfe et al’s (2001) Framework for Reflexive Learning



Essays.UK (2018)

However, Rolfe et al (2010) “introduced a higher level of prescriptiveness into the model, with more details regarding the questions which should be asked and how it can be applied, to increase its credibility” (EWS, 2020, para. 2).

What?

I attended a residential flat after a male had reported a domestic related incident. The male in question had argued with his female partner whilst socialising at their friends’ address. The call made to police did not contain a lot of detail, and the control room operator stated a male had requested police attendance as his partner was ‘going mad’. On arrival, it became apparent that all members involved were Polish nationals, and that they spoke very little English. My main duty was

to ensure that everybody was safe and well and to investigate if any offences had occurred. It was made clear to officers that all parties present had been drinking alcohol. I spoke with the alleged female perpetrator who was calm and compliant. My colleague then spoke to the reporting person, whose behaviour was very erratic due to his intoxication. I remained calm and professional and ensured active listening skills to understand the account given by the female present. Although the female had very limited English, I managed to get her account as to what had happened that evening. I noted her details and used a translator app on my handheld device to aid communication between us both. In addition, I also communicated with the friend who was present. He was the occupier of the flat and he too spoke very little English. Through the further use of the translator app, I managed to communicate with this man and obtain his account of what has happened that evening.

Both persons who I spoke to stated that the reporting person had consumed a lot of alcohol and started to become violent. Once his partner and his friend had told him to stop drinking, he became argumentative and called the police. Due to the incident being of a domestic nature, we had to find an alternative location for the man. The friend did not want him to stay with him as he was worried that the man would turn violent and start fighting. Furthermore, we wanted to ensure positive action and safeguarding, thus he could not return with his partner to their address.

I remained professional, honest and calm with the individual. His behaviour was very unpredictable and erratic due to this intoxication. I persevered in attempting to use his friend and the translator app to calm him down and to work with us officers in order to find an alternative residence for the evening. After numerous opportunities and chances, the male was subsequently arrested to prevent a Breach of the Peace.

My obligation as a police officer was to safeguard all those present, investigate accounts given and to deliver justice if there was offences committed. I used the common law power as I had a reasonable cause to believe that once officers departed, a breach of the peace would have been committed. I had more than reasonable cause to suspect that the male would have caused reasonable alarm to his friend and partner (O'Neill, 2007). I ensured that I was acting in line with the Code of Ethics and Standards of Professional Behaviour.

So What?

This section will further analyse and reflect on the incident through linking theory and making evaluations of the circumstances.

“Great leaders understand not only that what they do is important; but that how they do it is equally so. Because every contact leaves a trace”

(Sutherland, 2016)

Society is becoming “increasingly more diverse” and as a police officers, we have “become more conscious of such differences and much more determined and willing to afford equal status to individuals from diverse backgrounds” (Bryant and Bryant, 2020, p. 162). As stated above, this

incident involved members from the Polish community, and although they spoke very little English, I strived to ensure that their 'contact' with the police was one of positivity and trust. Rzepnikowska (2018) outlines how there has been a long history of racial and xenophobic abuse towards Polish nationals living in our UK communities. Thus, I wanted to display the core standards of fairness and respect when dealing with the individuals.

Griffiths (2017) conducted a study on the relations between Polish nationals and the police in a Town in England, and concluded that "contrary to expectations, Polish migrants in fact have greater trust in the police than do the more established local residents. Notwithstanding this high confidence, Polish migrants remain reluctant to contact the police" (p. 197). Critically, this trust ranges geographically, and although the trust in police may be greater in one area, it does not indicate that all Polish nationals within a community support and interact with the police. In line with the Standards of Professional Behaviour and the Code of Ethics outlines by the College of Police, I wanted to ensure that I remained honest, integral and respectful during the incident. I did not want my actions to be misunderstood or misinterpreted. When vocally communicating with the individuals, I did slow down my speech in order to help the individuals understand what I was asking. To ensure that this wasn't misinterpreted or the individuals felt patronised, I continually asked clear and concise questions to assess their wishes and understanding. Furthermore, I loaded up an app on my mobile in order to aid translation and to aid two-way communication. Once the suspect was conveyed to custody, he had access to an interpreter, which acknowledges his rights and ensures he understands the reasons for his detention.

Human "social environments encompass the immediate physical surroundings, social relationships, and cultural milieus within which defined groups of people function and interact" (Barnett and Casper, 2001, p. 465). The suspect whom we arrested was socialising with his partner at his friends address. This is a place where he felt comfortable, safe and home. As Jackson and Bradford (2009) state, "police protect us from crime but they also intrude into our lives" (p. 494). Police Officers "represent for many order, stability and cohesion", but for certain social groups, "they may represent the unfair priorities of the dominant social order, an interfering state, or even oppression" (p. 499). During the arrest of the male, his partner and his friend, who both previously stated he is aggressive and intoxicated, turned their attention to us officers, and began creating a hostile environment where they swore and attempted to get us to leave. Although I arrested their partner/friend, I did so as I have a duty and a responsibility to protect and support them from any risk of harm.

So what did I base my actions on? On reflection, I wanted the suspect removed to an associates address where he could have calmed down and sobered up. I continuously attempted to reason with the suspect and find an alternative location for us to take him. Although to my best efforts, the suspect's behaviour remained erratic and at times aggressive. The College of Policing (2019) highlights the importance of effective communication in de-escalating conflict scenarios. I conducted the following five-step appeal in attempting to give the suspect every chance to comply with my requests.

- **Step 1: Simple Appeal** – Please calm down and listen to me.
- **Step 2: Reasoned Appeal** – We have been called to make sure everybody is ok and safe, please listen to me. Can we take you to another address?
- **Step 3: Personal Appeal** – If you do not calm down and work with us, you will have to be arrested and taken down to the police station.
- **Step 4: Final Appeal** - Is there anything I can say or do to make you co-operate with me?
- **Step 5: Action** – Used reasonable force and applied handcuffs. Suspect taken to custody.

I took in to consideration that the suspect may have difficulty in understanding my requests due to the language barrier. I continuously used my phone to aid communication, and also used his friend to attempt to calm him down and explain our requests.

For me, the most important learning arose from the friend at the address who was crying in front of us officers. Although he had been drinking, he was emotionally exhausted. He would not allow the suspect to stay at his address for the evening as he was in fear of them fighting. This, unlike other incidents to which I have attended has shown the importance of providing immediate reassurance to witnesses who may not have been directly involved in the incident. The witness in question was intoxicated, and studies have shown that there is a range of potential vulnerabilities linked to intoxicated witnesses (Altman et al, 2018). Before I departed the premises, I ensured I had his details so that I could further submit safeguarding procedures.

Now What?

Miles-Johnson (2019) states that “at the beginning of a career in policing, recruit levels of pride in the job, work commitment, and empathy for others are often at their highest level” (p. 9). As a newly appointed police officer, I must ensure that my standards remain professional and that I am aware and embrace the diversity in our communities. Furthermore, I must remain critically aware of how every single contact with a member of public leaves a trace. It is my ambition to ensure that in every incident that I attend, core ethical values are displayed and my standards of professional behaviour remain exceptional. As Bryant and Brant (2020) state, diversity is something to be “celebrated” (p. 162), thus police officers must understand the diverse minority communities and treat all members of the public with respect and impartiality.

Understanding the communities I serve will also be paramount in me developing as a police officer. For example, if there is a large Polish community in my sector it may be beneficial to learn a few core words from the Polish language. This will aid the initial first impressions when dealing with members from this community, and speaking a few Polish words can be an asset to positive relations. At the time, I questioned whether we were going to be able to deal with this incident without the help of a translator. Due to the language barrier and the intoxicated state of the individuals involved, it did require patience and persistence. I was impressed with how being calm

and professional was effective in understanding the needs of the individuals involved. For me, the most meaningful experience was communicating through the means of the language app, as this allowed me to understand the wishes and concerns of the individuals who I was dealing with. Furthermore, abiding by the Codes of Practice, the core ethics and that standards of professional behaviour ensured a successful outcome to the incident.

To conclude, “if the public don't have the confidence to trust the police to be fair, acting ethically and in their best interests, they are less likely to assist the police in upholding the law” (CollegeOfPolice, 2020, para. 3). Police officers must remain fair, unprejudiced and impartial in all their actions and decisions. This essay has used Rolfe et al’s Framework for Reflexive Learning (2001) in order to critically reflect on an incident which I attended. The essay has explored the key themes of criminal justice, policing values and valuing difference and inclusion. It has paid particular attention to the importance of diversity in our communities, and has explored how the procedures relevant in line with the codes of practice can contribute to effective policing and the successful disposal of incidents.

Word Count - 2419

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:

Police officers make difficult decisions in fast moving and unpredictable situations. They must make these decisions “based on a set of ethical principles, and not in a arbitrary manner, or according to emotional response or prejudice” (Bryant and Bryant, 2020, p. 78). This essay will reflect on an incident that involved the use of discretion. In order to reflect on the incident, I will use the Kolb’s Experiential Learning Cycle (1984) to assess and analyse my experiences. I will pay particular attention to social and legislative contexts, the role of discretion, the National Decision Model (NDM) and the importance of the Criminal Procedures and Investigation Act when conducting the investigation. Firstly, I will begin the essay by discussing the concept of police discretion. Secondly, I’ll briefly examine the importance of reflective practice in policing and introduce Kolb’s Experiential Learning Cycle (1984). Thirdly, I will work through the four stages of Kolb’s Cycle by examining and assessing experiences gained from my chosen incident.

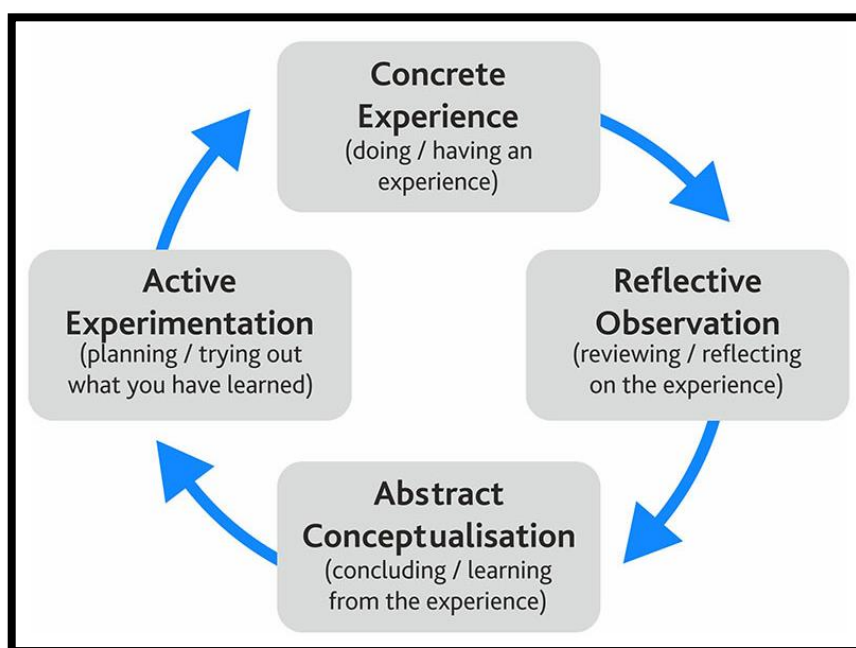
Police discretion is the “freedom of the individual officer to act according to his or her own judgement in particular situations” (Newburn and Neyroud, 2007, p. 82). Police officers have a duty to uphold the law and maintain authority. Poyser (2004) states that the police are “gatekeepers of the criminal justice system” as they “occupy a position of social control” (p. 5). Due to the vast nature of incidents and calls attended, police officers must interpret the law and understand that not every incident should result in a person being arrested or charged. Wortley (2003) hails discretion as “flexible and enlightened way to deal with social problems” (p. 539), whilst Bryant and

Bryant (2020) state that discretion is a fundamental skill and that “law enforcement is just one means to an end, and would be inappropriate in some contexts” (p.80). Myhill and Johnson (2016) highlight how discretion can have a “negative impact on police legitimacy” (p. 4), as individual police officers may interpret the laws differently.

Undertaking reflective practice on a “regular basis can increase your self-awareness and emotional intelligence as well as improving your decision-making abilities” (CollegeOfPolice, n.d, para. 3). Bryant and Bryant (2020) discuss the importance of “enhancing professionalism” (p. 139) of a student officer and suggests that the more reflection officers do in their early career will only best prepare them for the future.

David Kolb introduced Kolb’s Experiential Learning Cycle in 1984. The cycle centres on the “concept of developing understanding through actual experiences” (LibGuides, 2013, para. 4). I have decided to use this cycle, as it will allow me to learn from the experience gained from the incident. Cooper (2020) highlights how the model allows the user to process the “what just happened” during an experience (para. 16). The model suggests that in order to learn and professionally reflect on the experience, I must proceed through the four stages of the cycle, which are shown below.

Figure 1 – Kolb’s Experiential Learning Cycle 1984



Source: McPheat, 2019

Kolb (1984) states that “learning is the process whereby knowledge is created through the transformation of experience” (p.26). Morris (2017) argues that the cycle is useful as it knowledge can be reflected upon and digested. Similarly, Cherry (2020) states that experiential learning “can be good for helping people explore their own strengths when learning new things” (p. 11). Critically, Russ (1998) highlights some limitations to Kolb’s learning cycle and states “there will always be some things that are best not learned from direct experience” (p. 307), further stating that individuals can learn valuable lessons from the experiences of others.

The incident

My colleague and I were deployed to an ongoing disturbance outside a residential property. The disturbance involved the occupier of the address, whom was the reporting person (RP) and their previous lodger. The previous lodger had attended the address to pick up their belongings and an altercation happened between the pair. The RP (suspect) stated that during the verbal argument between the pair, they had exited their house and hit the person in the face. The ex-lodger (victim) was still present at the scene. They had a clear visible red scratch below their left eye, and confirmed there was a tussle involving them and the occupier of the address.

I spoke to the victim who was upset and stated that she did not want to attend the police station that night. I discussed the disposal method of Restorative Justice (RJ), where this would give the victim a voice and allow the suspect to take responsibility for their actions. Restorative Justice is a process that brings “those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.” (Restorative Justice Council, cited in Gavin and MacVean, 2018, p. 116). Albeit with some resistance and queries regarding the RJ disposal method, the suspect took full ownership and responsibility regarding the assault. I had to explain to the suspect that if they did not take ownership, or if they were not willing to liaise with the victim, I would be arresting them on suspicion of assault. In seeking to meet the wishes of both parties, I opted to use the RJ method of disposal, as this was the best and most efficient course of action.

Stage 1 - Concrete Experience

This incident was the first opportunity for me to use discretion and decide on the best method of disposal. On deciding to use my discretion and opt for the RJ method of disposal, I was relying on the fact that I must see one party as the victim and the other as a perpetrator. On arrival, I quickly had to ascertain all the details and get as much facts about what has happened. By resolving the incident through the means of an RJ, I would not be criminalising any party, but ensuring the dealing of the incident to my perceived victim's satisfaction. In order for me to select my best method of disposal, I used the National Decision Model (NDM) in order to ensure the effectiveness and appropriateness of this method.

National Decision Model

Stage 1 – Gathering Information and Intelligence

I had to quickly investigate both accounts and decide on what has actually happened. I had to ascertain whether there was a victim and suspect in this incident. Once at the premises, I had to investigate and assess whether any offences had been committed. It was vital for me to clarify with both parties what had happened. I had to ensure that I understood both accounts and thus investigate offences and any wrongdoing. On arrival, I captured the RP stating that they have hit the victim on my Body Worn Camera and thus if needed, could be used as evidence if required.

Stage 2 –Assess threat and risk and develop a working strategy

On arrival, I had to analyse the situation, specifically in terms of the risk of threat and risk to all parties. Some of the questions that I assessed are below:

- Is this a one off incident?
- What has caused the incident to happen?
- How probable is the risk of harm?
- What could go wrong and what could go well?
- What will RJ achieve in this situation?
- Will RJ be the best course of action to resolve the situation?

Stage 3 – What powers do I have to deal with this incident?

I had to use my discretion in order to weigh up the best course of action. I could either arrest and investigate the alleged assault or deal with it at the scene through means of using an RJ approach. Due to the fact the victim did not want to proceed in attending the police station or making a formal complaint, and the suspect was accountable for their actions, RJ was deemed the most suitable. I ensured that the RJ approach was best for parties, and it was vital the suspect was accountable and committed to participating in the RJ approach.

Stage 4 – Options and Contingencies

I had to ensure that the options considered were the most effective and proportionate in the circumstance. I ensured a victim focused approach, and asked myself whether an arrest would be proportionate and necessary if the victim did not want to support prosecution. I had to examine and assess the potential and available evidence at the scene. I examined the potential for CCTV, witnesses and I investigated all lines of enquiry. It was key to assess the potential of further threat when officers had left the area.

Stage 5 – Take Action and Review what happened

I continually referred to the Code of Ethics (College of Policing, 2013) when making my decision. I ensured my decision was fair and consistent with the principles and standards of behaviour set out in the code. I had to ensure the victim's expectations were met and that they supported and understood the disposal method of RJ. I remained professional, fair and honest with all parties during the incident. All actions were recorded and monitored in line with force guidelines.

In implementing my decision, I spoke to the victim and explained the method of RJ. I had to ensure that the victim supported and understood this disposal method. The victim repeatedly stated that they did not want to attend the police station and just wanted to collect their belongings. I was present to ensure safety for all, to investigate, to uphold the law and maintain order. The RP who was the suspect in my case initially thought that they were the victim and did resist the responsibility of them being the perpetrator. I had to explain that their actions accounted to assault, and this was an offence. I had to ensure that the victim's needs were met, and the offender was "fully aware of the damage they have caused" (Johnstone, 2011, p. 1).

Stage 2 – Reflective Observation

Stage 2 of Kolb's Experiential Cycle focuses on the how and why of my experiences during the incident. This stage is an opportunity for me to analyse the experience and judge my decision from different perspectives.

Discretion "cannot exist if there is no professional policing context" (Bryant and Bryant, 2020, p. 82). Every police officer will have a unique way of dealing with individuals at the scene. Bryant and Bryant (2020) state that officers have a unique subjectivity where they can make choices, but these choices must abide by the law, force policy and professional standards. On seeking the reasons to why I opted not to arrest and use the RJ method I looked at the bigger picture of the incident, the offence and its seriousness, the victim and the suspect.

Bennett cited in Dodd (2016) states that "every single person has biases. But the important thing if you're someone acting on behalf of the state and exercising your powers is to recognise those biases and to ensure they do not impact on your decision-making" (para 3). I could have disposed of the individuals involved by the means of Penalty Notices or Reporting for Process regarding public order offences. I had to ensure I investigated all claims by both parties and seek to delve in to the truth of what happened. I had to remain accountable for all my decisions and justify what I did and why. Furthermore, by not arresting the suspect it could have been perceived by the victim as favouritism or a neglect of my duty as a police officer.

Police officers have the freedom and responsibility to use their discretion in deciding the best method of disposal for all parties. Smith and Alpert (2007) state that police officers possess "significant discretionary authority that is largely unchecked by immediate supervisory oversight" (p. 1274). This suggests that officers have the capacity to make decisions independently, and this could result in decisions being made without being aware of the wider circumstances.

Spencer et al (2016) highlights the issue of stereotyping among police officers and outlines how interestingly, it may be beneficial to limit the discretionary powers available to officers. Furthermore, it is easy to attend a call and immediately place the RP as the victim. This incident is a prime example of how investigating and finding out the facts of what happened can reduce the bias or favouritism that can be associated with a person who is contacting and reporting something to the police. The person reporting is not always the innocent party and thus it is vital that officers attend incidents with an open and investigative mind-set.

Throughout the entirety of the incident, I ensured that I took into consideration the codes set out in the Criminal Procedure and Investigations Act 1996 (CPIA). During this incident, I was investigating what has happened and whether there are any offences. Investigators have certain roles and responsibilities, and these "apply right from the very start of a criminal investigation" (Bryant and Bryant, 2020, p. 548). Throughout the entire incident, I ensured that I recorded and retained all relevant material and pursued all lines of enquiry. I ensured that my overall ambition was to find out the truth of what has happened, and I based my decisions solely on the facts obtained from both parties. I ensured that my discretionary exercising of legal powers were not oppressive and proportionate to the crime under investigation.

Stage 3 – Abstract Conceptualisation

Using discretion and opting for the disposal method of RJ has taught me that as an officer I do not always have to attend incidents and look to arrest and prosecute. The victim could have been given a penalty notice for public order offences, whereby the suspect could have been arrested and charged regarding the alleged assault. The incident has provided me the invaluable experience of a victim-focused approach to policing. Paterson and Williams (2018) discuss how being victim-focused can deliver a more efficient and effective policing service, whilst Harfield (2014) highlight the importance of victims being treated with professionalism and great care.

Remedi (2016) critically asks the question 'Why do offenders take part in RJ?', highlighting the issue that offenders may see the RJ approach as a way of escaping prosecution. The suspect in this incident did genuinely show emotion and remorse for what they had done. Furthermore, the victim did not want to proceed in making a complaint and they wanted to pick up their belongings, receive an apology and cut all ties with the suspect.

On attempting to make sense of the experience of using the RJ approach, I must ensure that it is by no means of a quick disposal of an incident. I must investigate all lines of enquiry and focus on the victim and their needs. Additionally, if I was to opt for an alternative means of disposal, I must ensure that I have enough evidence to pursue an investigation or prosecution. Since using RJ during the incident, I have further discussed its importance with my tutor and colleagues.

Stage 4 – Active Experimentation

On using discretion in incidents after this occurrence, I ensured I acted professionally and based my decisions on the facts present. I will continue to reflect on my decisions by means of using reflective models and working with colleagues at incidents in order to reach the best method of disposal. I have already researched online articles and my force's policy regarding RJ.

I have further used the disposal method of RJ since this incident, and ensured the effective use of the NDM to ensure all decisions are justified and proportionate. The experiences gained from this incident effectively prepared me for what was needed to bring a successful disposal for all parties involved. Due to the differing nature of every incident attended, I have proceeded in learning from the new experiences gained from these incidents.

This essay has explored and reflected upon an incident, which involved police discretion. I have used Kolb's Experiential Learning Cycle in order to reflect on the experiences gained from using my individual discretion, namely RJ, at an incident. I have analysed the use of the National Decision Model in order to aid the investigation and my decision-making. From using Kolb's Experiential Cycle, it has given me the opportunity to make sense of what has happened and the chance to assess and review the experiences gained from using my discretion in order to better prepare me for the future.

Word Count - 2736

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
<u>Communication</u> -Being precise -Paraphrase -Confident -Clear	Continuing to communicate and speak to different officers, Custody Sgts and members of the public. Assessing and learning from how other effectively communicate by paying attention to their words, tone of voice and communication skills.	• Tutor • Mentor • Sergeants • Colleagues • University – Communication Skills	By independent Patrol status
<u>Handcuffing</u> Being confident in applying handcuffs in different situations and scenarios.	Continuing to learn and reflect on my performance of applying handcuffs. If I am unsure of certain techniques, I will speak to my colleagues and sergeant to ensure training and learning. I could further practice handcuffing with my colleagues and family members.	• Colleagues • Family Members • PACE use of Force • Tutorials • Officer Safety Training	I will aim to ensure competence and training in this skill as soon as practicable as I need to ensure confidence when applying handcuffs in day to day policing.

<u>NICHE</u> Understanding and ensuring I am correctly using NICHE and completing the necessary paperwork post-incident.	Through keeping notes of previous occurrences, I can refer back and ensure I include and complete all necessary forms and actions. Making a checklist of what needs to be included on different incidents. Continuously reflect and seek clarification on any queries.	• Colleagues • NICHE trainers • NICHE handbooks from training	As soon as reasonably practicable.
<u>Police Powers and Legislation</u> I want to ensure further confidence when speaking and discussing my powers with members of the public.	By continuing to reflect on current powers and legislation, I will ensure I learn and prepare for future incidents. I will continue to examine the POINTS TO PROVE of each offence in order to aid understanding.	• University (Powerpoints) • Colleagues • Sergeants • Library Resources • College of Policing	Continuous learning
<u>Reflecting on Performance</u> Continuing to use Reflective Models to reflect on my performance post incident. This will aid further learning and professional development.	• Reflective models to analyse my performance • National Decision Making Model • Asking colleagues how I performed • Asking Sergeants • Reviewing Body Worn Video to analyse my actions	• University Reflective Practice Guidance • Colleagues • Sergeants • Myself	Continuous learning, although I want to ensure peak performance in all incidents attended.

Bibliography

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

Abel, M.H. (2002). Humor, stress, and coping strategies. *Humor – International Journal of Humor Research*, [online] 15(4). Available at: <https://www.degruyter.com/view/j/humr.2002.15.issue-4/humr.15.4.365/humr.15.4.365.xml>.

Altman, C.M., Schreiber Compo, N., McQuiston, D., Hagsand, A.V. and Cervera, J. (2018). Witnesses' memory for events and faces under elevated levels of intoxication. *Memory*, 26(7), pp.946–959.

Bain, A., Robinson, B.K. and Conser, J. (2014). Perceptions of Policing: Improving Communication in Local Communities. *International Journal of Police Science & Management*, 16(4), pp.267–276.

Barker, V., Giles, H., Hajek, C., Ota, H., Noels, K., Lim, T.-S. and Somera, L. (2008). Police-Civilian Interaction, Compliance, Accommodation, and Trust in an Intergroup Context: International Data. *Journal of International and Intercultural Communication*, 1(2), pp.93–112.

Barnett and Casper (2001). A definition of “social environment.” *American Journal of Public Health*, 91(3), p.465.

Berstene, T.G. (2014). Resiliency-The Key to Embracing Change. *Journal for Quality and Participation*, 37(2), pp.39–40.

Bryant, R. and Bryant, S. (2020). *Blackstone's handbook for policing students*. Oxford: Oxford University Press.

Burg, M.M., Schwartz, J.E., Kronish, I.M., Diaz, K.M., Alcantara, C., Duer-Hefe, J. and Davidson, K.W. (2017). Does Stress Result in You Exercising Less? Or Does Exercising Result in You Being Less Stressed? Or Is It Both? Testing the Bi-directional Stress-Exercise Association at the Group and Person (N of 1) Level. *Annals of Behavioral Medicine*, 51(6), pp.799–809.

Cherry, K. (2012). *Experiential Learning Theory of David Kolb*. [online] Verywell Mind. Available at: <https://www.verywellmind.com/experiential-learning-2795154>.

Christopher, S. (2015). The Police Service Can Be a Critical Reflective Practice ... If It Wants. *Policing*, 9(4), pp.326–339.

Clive Harfield (2014). *Blackstone's police operational handbook : practice and procedure*. Oxford, United Kingdom: Oxford University Press.

College of Police (2013). *National Decision Model*. [online] Police.uk. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>.

College Of Police (2020). *Ethics | College of Policing*. [online] Police.uk. Available at: <https://www.college.police.uk/What-we-do/Ethics/Ethics-home/Pages/Ethics.aspx>.

CollegeOfPolice (n.d.). *Resources for reflective practice*. [online] Available at: https://www.college.police.uk/What-we-do/Development/professional-development-programme/Documents/Resources_for_reflective_practice_v1_0.pdf.

Cooper, H.H.A.T. (2003). What Is Conflict? *Journal of Police Crisis Negotiations*, 3(1), pp.85–100.

Cooper, S. (2020). *Incompetent Cops*. [online] Police Hour. Available at: <https://policehour.co.uk/2020/07/incompetent-cops-police-promotion/> [Accessed 3 Nov. 2020].

Copeland, A. (2017). *The Pros and Cons of Open and Closed Questions Closed Questions Usually Start With*. [online] Available at: <https://www.interpnet.com/NAI/docs/CIT/Copeland-Questions.pdf>.

Copley, S. (2011). *Reflective Practice for Policing Students*. Exeter: Learning Matters.

Craig, H. (2020). *Resilience in the Workplace: How to Be More Resilient at Work*. [online] Positive Psychology. Available at: <https://positivepsychology.com/resilience-in-the-workplace/#:~:text=%205%20Examples%20of%20Building%20Personal%20Resilience%20at,at%20work.%20This%20may%20be%20related...%20More%20> [Accessed 15 Sep. 2020].

Deasy, C., Coughlan, B., Pironom, J., Jourdan, D. and Mannix-McNamara, P. (2014). Psychological Distress and Coping amongst Higher Education Students: A Mixed Method Enquiry. *PLoS ONE*, [online] 9(12), p.e115193. Available at: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0115193> [Accessed 8 Sep. 2019].

Dewe, P.J., O'driscoll, M.P. and Cooper, C.L. (2010). *Coping with work stress : a review and critique*. Malden, Mass.: Wiley.

DODD, V. (2016). Police officers must be aware of biases, says training college. *The Guardian*. [online] 26 Oct. Available at: <https://www.theguardian.com/uk-news/2016/oct/27/police-officers-must-be-aware-of-biases-says-england-training-college>.

Essays.UK (2018). *Reflective practice: models of reflection*. [online] UKEssays.com. Available at: <https://www.ukessays.com/courses/education/best-practice/reflective/1-lecture.php#citethis> [Accessed 21 Nov. 2020].

EWS, E. (2020). *Rolfe Reflective Model*. [online] essaywritingserviceuk.co.uk. Available at: <https://essaywritingserviceuk.co.uk/advice-and-guidance/rolfe-reflective-model#:~:text=%282018%29%20argue%20the%20use%20of%20reflective%20learning%20can> [Accessed 21 Nov. 2020].

Fontaine, S. (2018). *The role of reflective practice in professional development*. [online] The Veterinary Nurse. Available at: <https://www.theveterinarynurse.com/review/article/the-role-of-reflective-practice-in-professional-development>.

Francis-Smythe, J. (1999). Developing Reflective Practice in Police Firearms Instruction. *core.ac.uk*. [online] Available at: <https://core.ac.uk/reader/50280> [Accessed 21 Nov. 2020].

Gavin, P. and MacVean, A. (2018). Police perceptions of restorative justice: Findings from a small-scale study. *Conflict Resolution Quarterly*, 36(2), pp.115–130.

Griffiths, C.E. (2017). The disjuncture between confidence and cooperation: Police contact amongst Polish migrants and established residents. *European Journal of Criminology*, 15(2), pp.197–216.

Grubb, R.E. and K Virginia Hemby (2019). *Effective communication in criminal justice*. Thousand Oaks, California: Sage Publications, Inc.

Hamilton, D. (2015). *Calming Your Brain During Conflict*. [online] Harvard Business Review. Available at: <https://hbr.org/2015/12/calming-your-brain-during-conflict> [Accessed 27 Oct. 2020].

Harvard Health Publishing (2018). *Exercising to relax - Harvard Health*. [online] Harvard Health. Available at: <https://www.health.harvard.edu/staying-healthy/exercising-to-relax>.

Herrero, N., Gadea, M. and Espert, R. (2010). *The Red Mist: What Happens In An Angry Brain*. [online] Dr Jenny Brockis. Available at: <https://www.drjennybrockis.com/2010/7/18/the-red-mist-what-happens-in-an-angry-brain/> [Accessed 26 Oct. 2020].

Hughes, R., Kinder, A. and Cooper, C.L. (2019). *The wellbeing workout : how to manage stress and develop resilience*. Cham, Switzerland: Palgrave Macmillan.

Jackson, E.M. (2013). STRESS RELIEF. *ACSM's Health & Fitness Journal*, [online] 17(3), pp.14–19. Available at: <https://insights.ovid.com/acsm-health-fitness/acsms/2013/05/000/stress-relief-role-exercise-management/6/00135124> [Accessed 20 Sep. 2020].

- Jackson, J. and Bradford, B. (2009). Crime, policing and social order: on the expressive nature of public confidence in policing. *The British Journal of Sociology*, 60(3), pp.493–521.
- Jasper, M. (2013). *Beginning Reflective Practice*. London: Cengage Learning.
- Johnstone, G. (2011). *Restorative justice : ideas, values, debates*. London: Routledge.
- Kolb, D.A. (1984). *Experimental learning : experience as the source of learning and development*. [online] Englewood Cliffs ; London: Prentice-Hall. Available at: https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development.
- LibGuides (2013). *LibGuides: Reflective Practice Toolkit: Models of reflection*. [online] LibGuides. Available at: <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>.
- Lily.Peters (2014). *Gibbs Reflective Cycle*. [online] Wordpress.com. Available at: <https://lilypeters.files.wordpress.com/2014/04/gibbs-ref-mod.jpg> [Accessed 25 Oct. 2020].
- Linke, S.E., Gallo, L.C. and Norman, G.J. (2011). Attrition and Adherence Rates of Sustained vs. Intermittent Exercise Interventions. *Annals of Behavioral Medicine*, [online] 42(2), pp.197–209. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181282/> [Accessed 21 Nov. 2019].
- McPheat, S. (2019). *What Are KOLB's Learning Styles And What Do They Mean? - Skillshub.com*. [online] Skillshub.com. Available at: <https://www.skillshub.com/what-are-kolbs-learning-styles/>.
- MHF Mental Health Foundation (2018). *Stress*. [online] Mental Health Foundation. Available at: <https://www.mentalhealth.org.uk/a-to-z/s/stress>.
- Miles-Johnson, T. (2019). Policing Diverse People: How Occupational Attitudes and Background Characteristics Shape Police Recruits' Perceptions. *SAGE Open*, 9(3), p.215824401986536.
- MindTools (2019). *The Betari Box: Linking Attitude and Behavior*. [online] Mindtools.com. Available at: https://www.mindtools.com/pages/article/newCS_82.htm.
- Morris, A. (2017). *Advantages and cons of kolbs experiential learning*. [online] Coursehero.com. Available at: <https://www.coursehero.com/file/p6kfanv3/Advantages-and-Cons-of-Kolbs-Experiential-Learning-Theory-Advantages-An/>.
- Myhill, A. and Johnson, K. (2016). Police use of discretion in response to domestic violence. *Criminology & Criminal Justice*, 16(1), pp.3–20.
- Newburn, T. and Neyroud, P. (2007). *Dictionary of policing*. Cullompton: Willan.

- Norman, J. and Williams, E. (2017). *View of Putting Learning into Practice: Self Reflections from Cops*. [online] Europa.eu. Available at: <https://bulletin.cepol.europa.eu/index.php/bulletin/article/view/294/241>.
- O'Neill, A. (2007). Common Law Offence: Breach of the Peace. *The Journal of Criminal Law*, 71(1), pp.21–24.
- Pabst, S., Brand, M. and Wolf, O.T. (2013). Stress and decision making: A few minutes make all the difference. *Behavioural Brain Research*, 250, pp.39–45.
- Paterson, C. and Williams, A. (2018). Towards Victim-oriented Police? Some Reflections on the Concept and Purpose of Policing and Their Implications for Victim-oriented Police Reform. *Journal of Victimology and Victim Justice*, 1(1), pp.85–101.
- Phillips, S., Psy.D. and read, A.L. updated: 23 F. 2012 ~ 5 min (2012). *Improve Your Relationship: Know When It is Best Not to Say Anything!* [online] Psych Central.com. Available at: <https://blogs.psychcentral.com/healing-together/2012/02/improve-your-relationship-know-when-it-is-best-not-to-say-anything/#:~:text=A%20crucial%20but%20often%20overlooked%20communication%20skill%20fo>r [Accessed 27 Oct. 2020].
- Poyser, S. (2004). The Role of Police 'Discretion' in Britain and An Analysis of Proposals for Reform. *The Police Journal: Theory, Practice and Principles*, 77(1), pp.5–17.
- Razzetti, G. (2018). *How to See Yourself Clearly: Skip the Introspection Trap* — Gustavo Razzetti. [online] Liberationist - Change Leadership. Available at: <https://liberationist.org/how-to-see-yourself-clearly-skip-the-introspection-mode/> [Accessed 21 Nov. 2020].
- Remedi (2016). *Why Do Offenders Take Part in RJ: Response*. [online] Remedi says. Available at: <https://remedisays.wordpress.com/2016/04/03/why-do-offenders-take-part-in-rj-response/> [Accessed 13 Nov. 2020].
- Richardson, N.J., Barrick, K. and Strom, K.J. (2019). Is policing safer today? *Criminology & Public Policy*, 18(1), pp.37–45.
- Rolfe, G., Freshwater, D. and Jasper, M. (2001). *Critical reflection for nursing and the helping professions : a user's guide*. Basingstoke: Palgrave.
- Rzepnikowska, A. (2018). Racism and xenophobia experienced by Polish migrants in the UK before and after Brexit vote. *Journal of Ethnic and Migration Studies*, 45(1), pp.61–77.

- Smith, M.R. and Alpert, G.P. (2007). Explaining Police Bias. *Criminal Justice and Behavior*, 34(10), pp.1262–1283.
- Spencer, K.B., Charbonneau, A.K. and Glaser, J. (2016). Implicit Bias and Policing. *Social and Personality Psychology Compass*, [online] 10(1), pp.50–63. Available at: <https://gspp.berkeley.edu/assets/uploads/research/pdf/SpencerCharbonneauGlaser.compass.2016.pdf>.
- Starcke, K., Wolf, O.T., Markowitsch, H.J. and Brand, M. (2008). Anticipatory stress influences decision making under explicit risk conditions. *Behavioral Neuroscience*, 122(6), pp.1352–1360.
- Sutherland, J. (2016). *Ten Thoughts About Leadership*. [online] policecommander. Available at: <https://policecommander.wordpress.com/2016/06/16/ten-thoughts-about-leadership/> [Accessed 21 Nov. 2020].
- Townsend, S.S.M., Kim, H.S. and Mesquita, B. (2013). Are You Feeling What I’m Feeling? Emotional Similarity Buffers Stress. *Social Psychological and Personality Science*, 5(5), pp.526–533.
- USCMSB (2014). *Two stressed people equals less stress*. [online] EurekAlert! Available at: https://www.eurekalert.org/pub_releases/2014-01/umso-tsp012914.php [Accessed 22 Sep. 2020].
- Vince, R. (1998). Behind and Beyond Kolb’s Learning Cycle. *Journal of Management Education*, 22(3), pp.304–319.
- Wortley, R.K. (2003). Measuring Police Attitudes Toward Discretion. *Criminal Justice and Behavior*, 30(5), pp.538–558.

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: *H. Conway* (Learner, Electronic signature or type name)

Date: 29/11/2020