



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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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Learner's University Registration Number:

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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)

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.

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;*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
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	
	Development Plan	This plan is equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

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.

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

ANSWER:

This essay is about the initial six months training on becoming a Police Constable, and how by applying aspects of my personal life helped me cope with resilience and minimised stress.

The first six months has been tough, at the halfway point of training I failed one of my exams. I looked at my strengths and weaknesses on subjects covered in that exam and devised a working strategy to build on my knowledge for the resit exam. I also received additional one to one lessons from training Staff to help improve my current knowledge, strengthen areas that were weaker.

I knew that becoming a Police Constable would be difficult. I have been a victim of crime and knew that exposure to specific subject areas may have an impact upon me. Viewing the timetable allowed me to prepare both mentally and physically, by checking the context prior to the lesson. This helped minimise my stress and anxiety levels, however finding it emotive and tough. One key element of the lesson meant that I had to take a break, feeling anxious and uncomfortable discussing the topic. I took a break, confided in one of the staff and my Sergeant. I discussed how I felt about the topic, we came up with a plan of action to help me through this area of training and I returned back to lesson. Talking to someone in confidence helped me to feel safe and secure. I was able to recover quickly knowing I had the help and support from others around me.

Over the years, I have been able to develop my own coping strategies when dealing with new and current stressful situations. Playing tennis and regularly exercising in the gym, I find that these help relieve tension, minimise stress and develop resilience as studies show that physical exercise releases endorphins within the body. *"Laughing exercise, meditation, music, exercise, workouts all these exercises of keeping the mind calm, feeling confident, happy are related with endorphin release"* (Dr. P. B. Rokade 2011). Alongside these strategies of coping mechanisms, I have support from family and friends and I am able to discuss various situations I have been in and look for guidance and support.

On reflection to the specific subject area, having a break from the lesson and discussing the issue with a Staff member for me was the right thing to do. I was feeling anxious and worried about the effect it would have going forward in my role as a Police Constable. With that experience, I found it helpful to be able to talk about it, thus able to gain further support from the Police Service. I am able to recognise a weakness of my own, turning my own experience into a strength and will be able to support others in similar circumstances. I feel I could have disclosed this earlier to staff about my circumstances in this subject area. In essence, this could have made the lesson easier and the staff may have had the opportunity to adapt the lesson. I will face situations in my career similar to this, however I know I am able to talk to colleagues for guidance and support along with utilising my coping strategies will help.

WORD COUNT 537

References

Rokade, P.B. (2011). Release of Endomorphin Hormone and Its Effects on Our Body and Moods: A Review. *Journal*, [online] Volume(1), pages. Available at: <https://pdfs.semanticscholar.org/d9d6/a77f113bb866ea1588edf646a60e25ca1755.pdf> [Accessed 04/09/2011].

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:

In this essay, I am going to be looking at policing incident that I attended which could have involved conflict however the actions that I took helped minimise the threat, risk and harm to colleagues and myself. In addition, I am going to look at the cultural aspects, social, legislative contexts and any communication issues I came across.

In this particular incident that I attended, it was about domestic abuse, the subject in this had made threats to kill his current partner. *"A person who without lawful excuse makes to another a threat, intending that that other would fear it would be carried out"*. (Offences Against a Person Act 1861).

Before arriving at the location, I asked the control room for previous on the subject and the address. They are known before to us for similar circumstances, both are alcoholics, the subject is an ex chef and we had been told he has a set of very sharp knives also; the subject has warning markers for violence and aggression with assault police. I knew that arriving here I'd have to think about, how I spoke to the subject and the victim, building a steady rapport with them both, use clear effective and

concise verbal's, this allowed me to keep the situation as calm as possible and not to provoke the subject. On arrival to the property, officers were already there as the severity of the situation was high risk. I went upstairs to the subject who was sat on the bed with just a pair of tracksuit bottoms on and the victim was downstairs. I spoke to the subject and introduced myself to him. An officer from downstairs told me the full circumstances behind the incident then told me and that the victim feels that if the subject were to stay at the property then the threat would be carried out. Remaining calm, I said to the subject "please could you put a t-shirt on for me and come towards me". The subject then came over and as he was stood in front of me, I said, "I am arresting you for threats to kill". As this was being said the subject became very aggressive shouting, "I am not accepting this; I am not fucking accepting this". I finished the caution which at this point I was matching his tone of voice so he could hear me over his shouting, but this also showed a displayed strength by myself and that his behaviour wouldn't affect the outcome. This was to make sure he could hear me and if he said anything before the caution was finished then it could be inadmissible. I then asked him to turn around I grabbed both his arms and brought them to the lower of his back so I could place handcuffs on him behind his back, I did this as quickly as possible as previous knowledge the subject has assaulted police officers previously. We were in his property and we did not know what he might have hidden in his surroundings. To protect the victim, colleagues and the victim I felt this was the best outcome for the incident. As the subject was heavily intoxicated with alcohol, I kept a hand on his upper arm to help balance him so he would not fall and to prevent escape. En-route to the custody unit the subject began to come irate, verbally abusing a colleague, when he was asked to stop he would apologise and blame it on the alcohol and that he was going through withdrawal. At the custody unit, the subject every now and then would again verbally abuse my colleague. Attempt to grab his property back from the desk, which I immediately grabbed back off him and told him to leave it alone and it will all be given back when he is released. I noticed that the subject had song lyrics on his arms so using this to my advantage I made conversation about them, what they meant to him, this gave me an opening to learn more about him and distract him whilst booking him in. Once we had made common ground he told me about his previous jobs, where he was from and lived. At this point, I had a good rapport with him and when I was talking, I could see the subject listening; the verbal abuse had stopped towards my colleagues and when I took him into to see the nurse he was talkative and calm and didn't pose as a threat. The offender here is an alcoholic, studies show there is a strong relationship between domestic abuse and violence, *"There is a strong relationship between alcohol and domestic abuse, violence and sexual assault"* (las.org.uk, 2014). As this is a dynamic incident involving alcohol, I was aware that behaviour and aggression levels can change quickly and I had to be firm but fair and be aware of my surroundings, just in case the subject turned violent.

Betari's Box is useful to reflect on this incident, my attitude affects my behaviour affects your attitude affects your behaviour. If I had gone into this situation with an aggressive manor and spoken to the subject abrupt and rude, I would have been antagonising the subject and would have only given me similar response however having received prior information about the subject and knowing the warning markers, my thinking strategy was to remain as calm and collective. The use of force was necessary to apply handcuffs to prevent harm to himself and others, also to prevent escape. The outcome of arresting the subject for threats to kill was necessary; we safeguarded the victim who thought that the threat would be carried out. By removing, the subject reduces the threat and risk and the likelihood of harm to the victim, I then completed a Public Protection Notification, which was passed this onto other agencies that can help her and give her extra support that she may feel she needs. Betari's Box is part of the College of Policing, Conflict Management for de-escalation, communication and negotiation. "Be aware of the 'Betari's Box' communication model – this model identifies the way in which individuals can get locked into a cycle of behavior". (College.police.uk, 2019)

The Policing Code of Ethics sits at the heart of the National Decision Making Model; we must abide by them, showing courtesy and respect not just to the victim but also the offender. We have to treat all people with fairly and respectfully, uphold the law regarding their human rights and equality. When we have made the decision to arrest someone, we must make sure there are grounds for the arrest and a necessity as we are imposing his or her Human Rights such as Article 3 Right to Life and Article 12 Right to a Private Life of his or her human rights.

Using the National Decision Making Model helps us to make sure we are exploring other options before deciding on the next course of action. We take our information and intelligence given to us before and during, assess the risk and develop a working strategy; we then have our powers and policies, look at identifying our options and take action then review. In this case, we have a subject making threats to kill which is an indicatable offence, which carries a prison sentence of not exceeding 10 years. With this information and what we could see upon arrival the actions we took was necessary.

On reflection too this incident, I have arrived to a domestic violence situation where threats to kill have been made. I never encountered in a situation like this before, on entering the property I was thinking what I am going to be walking into. Is the house going to be a mess? Does the offender have any weapons on him? Knowing that they are alcoholics and they are in this incident, I would like to

know what happened in their life to get them to where they are today. I was surprised on entering that it was a very calm environment. I feel the outcome of the situation was good, we safeguarded the victim and that I hope from the Public Protection Notice that has been submitted they will receive the appropriate help. I have a genuine empathy for them and their current situation. After the arrest and time to look back, I cannot make too much sense over what has happened as I do not have all the facts and do not know enough about them. Now at this moment in time there is not a lot more I can do for them only what I have currently done, safeguarding measures have been put into play and partner agencies have been notified so extra support can be accessed. If I was to encounter a similar situation next time, I will think of what has happened on this occasion and try to use the methods used. I may find that I will have to adapt my approach but just depends on the information, intelligence, and what I am presented with at the time of the incident. This reflection can be seen using the Gibbs' Model of Reflection (1988).

WORD COUNT 1535

REFERENCES

Legislation.gov.uk. (2019). *Offences Against the Person Act 1861*. [online] Available at: <http://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/16> [Accessed 10 Nov. 2019].

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ias.org.uk. (2014). *Alcohol, Domestic Abuse and Sexual Assault*. [online] Available at: <http://www.ias.org.uk/uploads/IAS%20report%20Alcohol%20domestic%20abuse%20and%20sexual%20assault.pdf> [Accessed 10 Nov. 2019].

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

During my initial eight weeks of tutorship with Gwent Police I haven't dealt with a victim or offender all the way through the criminal justice system, so this essay I will pick one offender and one victim from different incidents I have been too and look at their rights and entitlements and how to manage their expectations.

The first incident I am going to look at is about a Coercive Control incident where I have taken a further statement off a female in relation to her relationship with her partner and an assault that took place. So what is Coercive control? Coercive control comes under the Serious Crime Act 2015 and is defined as: "A repeatedly or continuously engages in behavior towards another person (B) that is controlling or coercive, (b)at the time of the behavior, A and B are personally connected, (c)the behavior has a serious effect on B, and (d)A knows or ought to know that the behavior will have a serious effect on B" (Legislation.gov.uk, 2019)

The victim's relationship was broken down, the offender has taken her mobile phone off her, she was only allowed to call her father with his permission when he was in the room, her friendship circle became small and was only allowed to see them when he was with her. Her friends would text her and say that they had not seen her in a long time but was unable to text them back. The victim's mother in law noticed a change in her behavior as the offender wouldn't leave her side to make sure that she wouldn't tell her what was going on. Her relationship with her father had broken down because of this so she began to become isolated from friends and family. She only had him.

The victim had a horse where she would have someone come and ride her, as she was no longer able to, on this particular occasion the person who rode the horse saw how his or her relationship was. After trying to park, the horsebox to load the horse and argument broke out between the pair and he grabbed the victim's thumbs and bent them out, the victim thought they were broken, she screamed at him "let go your hurting me" but he wouldn't. She had enough at this point, to defend herself she head butted him as she felt there was no other way of getting him to let go and she was in excruciating pain. Later that day when the offender left the house the person who rides the horse spoke to the victim and managed to persuade her to contact the police and report the offences that have happened. My role here was to take a statement about the incident at the horsebox and get witness statement.

The victim expressed concerns about the next steps and the impact that it may have on her, she was scared in case he returned but at the time relieved, she said "I feel I have my life back, I have my phone in my hand, I can call and text people". I explained the victim what happens next, once the offender has been charged or bailed to court, there will be conditions in place, he will not be able to contact you direct or via a third party. He will not be allowed to come to the address or within a certain radius. I have explained that a court she could be entitled to the following special measures that can be put in place to help give the best evidence,

- Screens or curtains in the courtroom so the witness does not have to see the defendant, and, in some cases, the public gallery.
- A live video link allowing a witness to give evidence away from the courtroom. This could be from a separate room within the court, or from a dedicated live-link site outside the court building.

- Evidence in private – the public gallery can be cleared in cases involving a sexual offence, human trafficking, or where the court is satisfied that someone other than the accused may seek to intimidate the witness.
- Removal of wigs and gowns by judges, defense and prosecution advocates.
- Video-recorded statements – these allow a witness to use a pre-recorded video statement as their main prosecution evidence.

These special measures have been taken from the Victims code of Practice for Victims of Crime. (Assets.publishing.service.gov.uk, 2019).

I have also submitted a Public Protection Notification to social services; this can give her additional support, charities, Women's Aid, or counselling, New Pathways Newport.

When the offender or suspect is arrested, they too have rights and entitlements too, even though by arresting them and taking away their freedom, you are then breaching part of their Human Rights, however just because they have been arrested does not mean their rights have been stripped away. Also when they are in custody they are under the care of the custody suite. At custody suspects and offenders are entitled to the following:

- Free independent legal advice.
- Tell someone where they are.
- Medical help if they are feeling unwell.
- See the Codes of Practice whilst they are being detained.
- See a written notice telling them about their rights and in a language they require or an interpreter to explain, also regular toilet breaks and food breaks.

If the offender is under the age of 18 then we must try and make contact with a parent or guardian, for the young person an appropriate adult must be present during questioning and whilst they are being searched. A vulnerable adult will also be entitled to the above.

Using Gibbs model of reflection, I had a vulnerable female who has been a traumatic ordeal who has had her life stripped away from her, abused verbally, mentally and physically. At the time listening to what she had to say my thoughts were, how could you let this go on for so long? However, listening to her, she felt like she had no one to turn to for support but knowing that one person who saw what the offender was like, she built the confidence as she felt she had the support. As I have never

experienced anyone who is or has been a victim of coercive control or domestic violence it takes a lot of strength to build the courage to finally leave, you need to be patient with the victim and take your time and make sure you listen to the key points they are telling you. When we try and make sense of what has happened, she is a very vulnerable victim, she feels as if she has no support, she was made to feel she couldn't talk to family or friends and isolating her to her house. It will not be a quick fix and will take years to fully get over her experience. Overall, there is not much more I could do for the victim at this time; I had submitted all the relevant documents to the appropriate agencies so she can get more help and support. If I was to do things differently, I was only there to take an additional statement of the assault that took place to her thumbs, the officer in case should have taken that one at the time of taking the first statement so it would have been a lot easier for the victim giving her account once rather than twice. If the situation arose again with another victim I would do the same again, I would be reassuring to them and take my time, get a full detailed account and offering the same support mechanisms that are available.

When dealing with victims and offenders we must engage force values. Gwent Police's 2017 to 2021 Operational Plan says that we will be Caring, Fair, Trusted, Responsive, Professional (Gwent.police.uk, 2019). In addition to this we must also follow the Code of Ethics there are ten standards of behaviour. (Honesty and Integrity, Authority, Respect and Courtesy, Equality and Diversity, Use of Force, Orders and Instructions, Duties and Responsibilities, Confidentiality, Fitness for Work, Conduct, Challenge and reporting improper behaviour). Finally, the eight policing principles (Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness) these are set by College of Policing and are standard across police forces (College.police.uk, 2019). Victims and Suspects should also receive the same service; regardless of who you are, we still have to work by the Equality Act 2010 and comply with Human Rights Act.

I am currently working in Gwent Police on the west side of the force. There are a lot of valley orientated communities and is not culturally diverse unlike the east side of the force in Newport has a massive diverse community and different cultures race and religions, so I am yet to deal with a victim of where language issues may arise or beliefs or race.

In conclusion to this incident we have maintained force policies when dealing with the victim and put safeguarding measures to keep her safe and explained to her the process of what happens next.

WORD COUNT 1512

REFERENCES

Legislation.gov.uk. (2019). *Serious Crime Act 2015*. [online] Available at: <https://www.legislation.gov.uk/ukpga/2015/9/section/76/enacted> [Accessed 15 Nov. 2019].

Assets.publishing.service.gov.uk. (2019). *Special Measures Page 15*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/476900/code-of-practice-for-victims-of-crime.PDF [Accessed 14 Nov. 2019]

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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:

In this essay, I am going to be looking at how I played a significant role assisting a victim and an offender. I will be reflecting on the Police National Decision Model, how I used discretion to resolve a neighbour dispute where there was a victim of a Section 4a Public Order Offence and why discretion was the correct outcome.

At this incident, there is an ongoing neighbour dispute where over a period of eighteen months parking has been come and increasing issue. At first, their dispute was only about parking but things have escalated, they have also been to court about criminal damage that happened to one of Neighbour A's vehicles but at court Neighbour B were found not guilty, on this next incident there has been verbal abuse between the two neighbours. I will be referring to them as Neighbour A, the reporting person, and Neighbour B who at first was the subject.

Neighbour A rang the police as Neighbour B had blocked their driveway the previous night and could not get off the drive, this has happened on more than one occasion. Police Community Support Officers attended first as there was no crime had been committed, their role at first was to attempt to resolve the issue around parking and come up with a working strategy to help both of them. This is a very narrow street and can only park outside the property on one side of the road. Later that day

when Neighbour B was going to work, Neighbour B attempted to explain why he parked as he did the night before but Neighbour A wasn't interested so Neighbour B then shouted from his car window "Go back in your cage you rat" as he was driving along the road. This comment caused Neighbour A to feel alarmed harassed and distressed which comes under a Section 4a Public Order Offence. "*A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he uses threatening, abusive or insulting words or behaviour, or disorderly behaviour*" (Legislation.gov.uk, 2019)

I was called to attend the address as Neighbour A reported what had happened so on the way I contacted the Police Community Support Officer who was involved the initial call. I wanted a brief overview of the issues that were ongoing to see how to deal with the issue. I took a first account of Neighbour A and between myself and my colleague we decided that he has committed the public order offence but at the time we needed to speak to Neighbour B they was at work. I left a note for them to contact the police to make an appointment so we could attempt to resolve the ongoing issues and speak to him about the offence that he has committed.

At the appointment, I spoke to Neighbour B about his conduct and asked him if he knew that by saying, "Go back in your house you rat" to another was an offence under Section 4a Public Order. To his surprise, he did not; he also did not know that he could receive a fine for his actions or have to attend court. They believed that it only applied to swearing. I could see that they listened to what I had to say and could see that they took it on board and apologised for the actions, however, Neighbour B then disclosed to me that the same evening after the initial complaint that Neighbour A made, the argument about parking happened again, Neighbour A called Neighbour B a "Cow". This is after we have been to the address and taken the initial account and told them that what was said is an offence but now they have committed the same offence. This was captured on video on a mobile phone and played to all the officers present.

I used the National Decision Making Model to make my decision on how to deal with this incident; there are six parts to it. At this stage of the process, I had gathered information and intelligence from both neighbours. The next stage we think about threat and risk and develop a working strategy, we have neighbours whose original problem is parking however; it has now escalated to heated verbal arguments in the street. What will happen next? Will it be physical? Will there be further damage to property? I can arrest for public order, but both have committed the same offence. Do I give them

both a fixed penalty notice? Do I get them in for a voluntary interview? These options still do not sort out the original issue that surrounds what has happened, which comes back to the issue around parking. After speaking to Neighbour B they understood that their actions were an offence and that Neighbour A's response that evening was just carrying over from previous comments but they have too also committed the same offence, both neighbours have been told not to make contact verbally or digitally and attempt to stay out of each other's way. Both Neighbours were happy with the outcome, but there is still the issue resolving parking, this was passed to the neighbourhood team and the Police Community Support Officers as they have more resources to deal with the issue. Based on the information I had I developed a working strategy and decided to use Police Discretion. Police Discretion is a power given to the Police Service that gives them the ability to make our own decisions based on the information we have. After listening to both neighbours, they were both a victim and an offender for the same crime. I felt that if I did arrest, or issue a fixed penalty notice then I would have to issue it to both of them, which does not solve the originating issue and then they will still be in the same predicament. If however there were only one offender and one victim, I would have issued a fixed penalty notice.

Policing values were displayed when dealing with this incident if we look at the policing principles, one of them is fairness, so is it fair if one had the fixed penalty and the other didn't, the easy answer there is no. The incident I was dealing with is a minor offence but the impact has a greater effect on the community and will have an impact on the neighbours so we have to remain professional and deal with it in the best possible way to get the best outcome. Professionalism is another key principle of police set out by the college of policing and is in the Gwent Police Operational 2017-2021 Guide.

There could have been an impact of bias to this incident as if we did not listen to the neighbour's account of the retaliation of the neighbours then we could have convicted someone who really didn't deserve it and then their trust to the police could have been diminished. They may have felt like we was not there to listen to what they had to say and only cared about the original complaint. We also found out that one of the PCSO's that attended drinks with the first suspect so it was advised that he does not deal with the incident.

At the incident, we had to take personal information from everyone involved in the incident. Under the Criminal Procedure and Investigations Act sets out a code of practice on how we take information and record it, also how we reveal to the prosecutor. If this went to court, the case file with any personal

information would be redacted. We used our digital pocket notebooks to take notes of what had happened and the names of the persons involved. We have a computer system called NICHE where we update all of our crimes and outcomes of incidents. I updated all my actions so the Community Support Officers could see when they begin to work a plan to sort the parking issues out; also, if another officer attends they too know what has happened. All information taken has to be kept securely and stored in one place. When managing the victims and the suspects it is paramount we manage their expectations, we cannot promise them the world and that a conviction will come out at the end, as we have seen from this incident, both are victims and suspects and suitable words of advice was given to both neighbours.

In conclusion to this incident the public order offences have been sorted and they understand what they can and cannot say in a public place. Police discretion should only be used for lower level offences, I did not believe that either of them deserved the potential of a criminal record as if this went to court they could have received one. I have told them to keep a record of the incidents that happen, dates, times, what was said and dial 101 to report it. Community officers are dealing with the parking issue and keeping community cohesion and trust within Gwent Police.

WORD COUNT 1516.

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Development Plan; (equivalent to 1000 words).

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Keep up to date with legislation	Own personal time, Latest copy of Blackstones and Police National Database	Myself and other colleagues and Police National Legal Database	Ongoing throughout career
Read case studies to similar incidents and gain a better understanding about incidents that have previously occurred.	Blackstones, journals and case studies,	Colleagues	Ongoing throughout career,
There is more than one dispersal for an offence other than arrest.	Keep up to date with latest memos and speak to colleagues	The beat and colleagues and managers.	On going throughout career.

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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.

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Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

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Date: _____

Signed: _____ (Tutor Constable)

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