

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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:

“One of the worst features about worrying is that it destroys our ability to concentrate. However, when we force ourselves to face the worst, we put ourselves in a position in which we are able to concentrate on our problem” (Carnegie and Turner, 2010).

Stress is real and it comes from our personal and work lives. Many individuals find stress difficult to cope with which can feel overwhelming on occasions. In terms of my initial 6 months of learning and since becoming a police constable, I have used a variety of coping strategies, applied through work and outside of work to rise to inevitable challenges and **adapt** to stress; not specifically just to minimise it. In particular, I will be discussing the strategies that I have applied to keep on top of my work including exercise, coping theory- Lazarus Model, and solitude and mindfulness practices.

I feel exercise has had a positive impact on my wellbeing, helping me deal with internal pressure of my job, and reduce the stress in my personal life. This includes both bodily exercise and mental exercise. Leading up to examinations, revising for specific modules put me under quite a bit of pressure as the workload of definitions was quite overwhelming. I felt unmotivated to exercise at first due to how much time I had to put into my revision. Working long hours with constant deadlines can take a lot out of a person and can leave work-life balance out of whack (Grey, 2019).

My mind was set that consistency is key. I set a running routine and got moving as much as I could. I developed a strategy that three times a week, at 17:00hrs I would run 5KM. I also found an exercise buddy to help me feel accountable to my running schedule and keep me company on my runs. I made sure not to overwork my body, keeping it at a low-intensity level due to me not wanting to feel tired and being unable to revise in the evening. My mental health improved, especially my memory and ability to learn which has been key aspects of my initial 6 months of training, especially when it comes to revising for exams. My resilience at work developed as I noticed a change in my alertness and concentration in academic and practical performance. I was able to feel more relaxed in practical scenario performances, and my confidence enhanced in terms of being able to make decisions as a

police officer would in the 'real world', rather than over thinking my rationale for my performance in the scenarios.

The Lazarus Model sets out two concepts to psychological stress including a cognitive appraisal divided into two stages- individual's assessment of importance for what is happening at the time for their well-being and an individual's efforts in thought and action to minimize, tolerate the stressor and the stress it produces (Lazarus, 1993). A thought must come before any emotion- therefore a situation must be thought of before an emotion is expressed. Within my 6 months of training, during practical scenarios, I used my appraisal of situations and assessed how significant an event is for the people involved, myself and my colleagues and whether it is a threat or opportunity. In the stage of primary appraisal, as an officer I asked the initial what had happened when first attendance at the scene and ascertain the facts of what had initially happened before taking further action. I then considered secondary appraisal on how to cope and take action of a situation. I would always think to myself "If this way fails, I can try another method". For example, in domestic scenario's, myself and my colleagues would ascertain the circumstances by separating both parties involved and getting an account from both sides as to what has happened, whether there has been an offence and whether there is injury involved. Using tactical communication, I would think of the most appropriate and justifiable way of dealing with the situation and relay this information with my colleague, so that we could both put our heads together and discuss the best course of action. Considering the secondary appraisal, the action was taken in terms of the initial circumstances, and this would always be to take positive action.

In terms of solitude, there is a difference between being alone and being lonely. Some things are better being done without distractions or influences from others. Through training, I found solitude and preferred it at times. Even though I naturally seek the company of people and enjoy group tasks, but I also know how to enjoy a little time to myself. In my initial 6 months, during lectures, I preferred to be alone whilst learning throughout the day. I was able to brainstorm new ideas and solve problems by myself and tackle solo work without added pressure from others (Cherry, 2020). I set specific periods by myself, by making a plan. I eliminated all distractions, including checking my phone, social media, and communicating with friends if I did not have reason to. This helped me take time to spend in my own thoughts and focusing on 'me time'. I would do this in my own time by listening to music, reading a book or going to the gym. This abled me to retreat from distractions and create a quiet mental space.

An aspect of mindfulness practice that helped me to minimise stress involved an open attitude. Research in the past sets out the impact of mindfulness on mental wellbeing and the practice of having an open attitude leads to a decrease in a deep considered thought about something, which underlines anxiety (Delagran, 2016). Open attitudes lead to a greater acceptance of what is happening and the ability to handle difficult situations, lessening negative thinking and feelings (Delagran, 2016). Practically, I always tried to keep an open mind, and understand other people's thought process,

regardless of what my mind was thinking. This enabled me to understand difficult scenarios and situations, even though I hadn't experienced them myself. I would keep an open mind and think to myself "How would I feel if I was in their situation". This approach linked in with other mindfulness techniques by paying as much attention to present moments. In practical scenarios, rather than beginning to worry that something has happened, and contemplating the things that could have gone wrong, I used paying attention to what was really was occurring in the present moment to cope instead of becoming immersed in self-created thoughts and stresses and worries. I would do this by sitting down with victims, asking as many questions relating to what has happened, instead of automatically focusing my attention on the initial information that I received before attending the incident. I paid my attention to the victim to find out exactly what had occurred. This helped me minimise feeling stressful at the incidents as I was able to gain as much information, digest it and then pursue the best course of action.

In conclusion, the coping strategies I have applied throughout my 6 months of training has benefited the officer I feel I am at present. I have also used these coping strategies since finishing training and starting my response policing. In particular, I feel like exercise has benefited me the most to develop my ability to become strong, healthy and successful. Due to the nature of my career, responses to challenges can be quite psychological, and psychologically stressful, so taking time out and focusing on cardiovascular exercise such as running I feel has enhanced my reactivity to situations in the police. It has also benefited to better decision making with a clearer mind; thus, it gives me time to think, and judge what I should or should not do. I'm able to forget about work whilst I exercise and then when I go back to work, I lose the stress and can focus on exactly what I must work on. I have built momentum through this in a positive direction, and can regulate my thoughts, especially in my career. Therefore, I feel like exercise as a strategy through my initial 6 months of training, has benefited my performance as an officer in the 'real world'.

(1372)

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:

The nature of policing is that that conflict is sometimes inevitable. Therefore, police officers are required to deal with situations involving conflict. How this conflict is managed depends on appropriate operation of human interaction, and words. However, sometimes when interaction fails, other options may necessarily involve varying degrees of physical force. In making these decisions, police officers are accountable through the law for their actions. With the variety of different situations and incidents us as officers are faced with, it would be impractical to record all tactical options that could be used to deal with conflict. The main aim would be to control and minimise any threat to uphold the law and create tranquillity as safely as possible (Beers et al. 2020).

In this assignment I'll be discussing an incident I attended and dealt with involving conflict and the different strategies I used to deal with the situation, reflect on the situation and solve the problem to a positive outcome. I will discuss a conflict management approach of what works and the risk factors I was faced with. This includes using codes of practice whilst thinking about the code of ethics in the situation. I will also

discuss communication to build rapport, a critical evaluation on my use of force and the outcome of the incident.

In terms of an incident involving conflict that I dealt with recently, every effort was made to resolve a dispute without resorting to the use of force. The initial call concerned a concern for a male who had made suicidal remarks and lived at a community hostel (I will refer to the male as the subject throughout). The initial information was that the subject stated to staff working at the hostel that he had taken drugs and wrote a letter to his mum and management about him possibly committing suicide. When staff have tried to get into his room, the subject had wedged an object against it.

When receiving the initial call, my first response was to consider risk factors. The primary function of the police service is to protect life and have a duty of care towards members of the public. My initial actions involved looking at previous suicide attempts, mental disorder, alcohol or drug misuse, aggressive tendencies, stressful life events, history of trauma or abuse, or major physical or chronic illnesses via Niche. The risk factors that became apparent to me upon looking at previous incidents that the subject was involved in included these. Staff had already disclosed that the subject had taken drugs therefore this was something to consider in terms of irate behaviour.

On route to attending the incident, it became apparent that the subject had previously been diagnosed with PTSD from being in the Royal Marines. Instantly, I knew that the subject had to be dealt with in a certain way. It was important to understand that behaviours, actions and reactions of individuals that have been through traumatic experiences are mostly involuntary rather than conscious. I had to consider that due to the PTSD trauma, the subject may have a protective behaviour due to their natural protective mechanism, allowing us as police officers to then identify danger in certain situations (Levine, 2002).

On arrival at the incident, myself and my colleagues entered the hostel and were shown by staff to the subject's room which was situated on the third floor. It was described as a small box 'emergency' room. Instantly, in the first interaction with the subject, the protective behaviours were apparent from his behaviour. Myself and my colleagues tried to engage with the subject outside his room door, to which the subject was distrusting of the police, irate and hostile. The subject repeatedly made comments saying that if police were to enter, there was a ligature tied around his neck, attached to the door and it would tighten if officers were to gain entry to the premises. In terms of impact factors, officers had to consider the potential conflict and risk factors such as weapons, crowds, intoxication, and prior information received. Therefore, it was important to consider approaching the subject calmly, not get too close, be sensitive and compassionate and to be patient. In terms of protective behaviour, this was apparent here as the subject seemed to perceive the police as an enemy and responsible for the pain and suffering that exists in his life due to him saying repeatedly that he was an ex-marine, and he been failed and put in a hostel which he hates. At this point, I decided to use core principles as set out by the College of Policing to build a rapport with the subject.

Communication was key here as gaining entry to the property would not be feasible at this point considering

what he had said. To build trust and confidence, I tried to engage in small talk, and at first, I felt this had failed me due to him saying on a few occasions “I don’t speak to ladies”. However, myself and my colleagues were persistent to keep him communicating with us. Also, for myself and my colleagues to communicate with each other about the other avenues we could take to reduce the threat, risk and harm. There has been a number of studies relating to mental health of the person subject to force whereby the influence of mental health on use of force seemed to be more commonly used if the officer perceives the person subjected to force has ill health compared to those who did not (College of Policing, 2020).

Although the subject was hard to communicate with due to his aggression, I considered my professional behaviour and responsibility as an officer to show respect and courtesy, but also use my powers and authority lawfully to respect the rights of the individual. I also considered the Betari Box Cycle to how attitudes and behaviours can affect the attitudes and behaviour of other people, therefore maintained a positive attitude to break the cycle of the way the subject was feeling. Firstly, I introduced myself, asked for their name and used it throughout speaking with him. The first risk factor I identified was his mental health condition which was PTSD, which he had mentioned was from being in the marines. I decided to engage with the subject about his career so I felt it would be a good starting communication strategy to build rapport. I mentioned that I used to be an army cadet and tried to go into the army but unfortunately failed my medical application. Instead of being judgemental and criticise his behaviour, I decided to take a more interpersonal approach so that the subject had something to relate to and talk about. The subject instantly engaged back with me and started to talk in quite a lot of detail about his life as a marine. There would be times throughout the conversation that the subject would have outbursts about his accommodation, and his poor relationship with his family but I tried to keep him on track. Being a police officer, I stressed the importance of discipline, respect and responsibility that both the marines and police have in common. I spoke about how us as officers have a duty of care, and are there to help, which is similar to that of the military. The subject opened up about his family whilst in the marines, his role, and where he has travelled. I felt this was an achievement as he now started to engage a little more with officers.

The next risk factor I tackled was the ‘core’ of his issue which he seemed hesitant to talk about at first but due to building up a rapport, I decided to engage with the subject about why he feels suicidal, why he wants to harm himself, what can be done to help him and why he feels so angry at people. Repeatedly the subject would say that he feels he just wants to escape an impossible situation and felt things would never get better. Before taking an empathetic approach with the subject, I would ask direct questions to be sure of how he was feeling and not avoid the issue: “Are you thinking about suicide”, “Do you want to harm yourself”, Have you harmed yourself in the past”. I then empathised with the subject on the information he told me, and although at times he would say things that were unpleasant and volatile, I acted with self-control and tolerance to treat him with fairness and impartiality, the same way I have dealt with other concern calls in the past. I engaged with the subject by saying “I can’t imagine how you feel, but I would like to try and understand”. I would also repeat their words back to them when talking to show that I was actively listening and understanding

them. I tried to explore his reasons for wanting to commit suicide in more detail by reassuring them that there is help available such as doctors, councillors and Samaritans. Although I felt I didn't know the answer or understand the way he was feeling/behaving, I tried to listen, and negotiate and as my duty, let him know that I have patience and actively listening. I tried to avoid responses such as "You shouldn't feel like that" or change the subject as I did not want him to feel a sense of rejection or solitude. Reassurance and support can help someone recover from a difficult time (Rethink Mental Illness). Alongside engaging with the subject, myself and my colleagues sort help from other specialist units such as a negotiator, firearms units, crisis team and more response trained officers to assist. Options were considered to gain entry to the property, but this was a risk due to him repeatedly stating he had a ligature tied to the door and his neck; therefore, this was not practical. Fundamentally, the subject did not like where he lived and wanted to move elsewhere, so officers considered options to move him elsewhere where he felt he would be safer. The goal of police negotiation is to "work with the person in crisis towards a peaceful solution that previously seemed impossible" (Staff, 2020). It was important for me not to avoid jumping to conclusions and rushing quickly to a resolution. Building rapport and finding out that the reason he feels this way is due to his accommodation that he was placed in, which was not suitable for his needs. Officers got in touch with accommodation in Cardiff such as the councils, suitable hostels, alternate housing accommodations. After a long winded stand off between officers and negotiators which lasted approximately 4 hours, using police powers proportionately and appropriately, a decision was reached that the subject would be taken to an alternative housing accommodation should he decline to seek help from mental health experts. Arrest was avoided initially due to the growing concerns of the situation officers were in and if entry was forced, the subject could be more inclined to harm himself. The subject unlocked his room door and willingly came out knowing he had somewhere more ideal for him to stay. The subject was appreciative of the officer's efforts and apologised about his volatile attitude towards officers.

Myself and my two colleagues assisted the subject to his new accommodation and left him to his own devices. A short time later, officers had a further call that the subject had left the premises after refusing to stay there for the night and made his way to a police station within the area. Myself and my colleagues arrived to assist to which the subject disclosed that he wanted to harm himself by jumping off a bridge. My colleague told the subject he would be detained under Section 136 Mental Health Act due to what he had disclosed, how his behaviour changed, and his aggressive nature. The subject attempted to flee the station to which officers detained him and restrained him due to him being high risk to himself, but also potentially to other people. The use of force was used here as a standard of professional behaviour as it was necessary, proportionate and reasonable in these circumstances (College of Policing, 2021). Considering the Drama Triangle when identifying the roles in the incident, the subject was perceived as the persecutor due to the criticising and blame officers received after going to all the efforts to help (Smith, 2021). The subject did not want to help himself to solve his own problems and was very destructive. Myself and my colleagues acted in the rescuer's role by caretaking for the subject. What led from the subject feeling resented, left officers

feeling a sense of resentment due to putting their own needs aside to take care of the subject which took an unexpected turn. When detaining the subject, instantly I became alert to the change of behaviour and from the point of arrival to the outcome, I understood the subject could become aggressive or defensive at any point so I was always aware and on guard for my own safety. This incident turned into a competition when managing conflict due to it being a win/lose situation. The subject attempted to win the conflict over dominance and power, all other methods had been tried and failed, immediate and decisive action had to be taken as discussion was not appropriate anymore. Although the outcome was not desired, it was most appropriate for the subject to the help and support he needs and will not be at risk to himself or others.

(2256)

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 play a critical front-line role in the prevention and detection of crime and the criminal justice system. They work on a day to day basis with communities, and colleagues to promote law and order, reduce the fear of crime and build confidence to improve the quality of life for communities (College of Policing, 2021).

In this assignment I will discuss an incident I attended which was domestic related whereby I played a role in dealing with both the subject and victim. I will discuss the communication strategies I took when dealing with both parties and advice on how to resolve the issues that come to light when speaking with the victim. The initial call involved a mother (who I will refer to as the female throughout) who stated that her 17 year old son had been refusing to go to school, continuously smokes cannabis and pushes her out of his room when he doesn't want to talk anymore. With this information, I considered the risk factors, and decided to look back at previous occurrences involving both parties in order to get some substance on whether it is a reoccurring problem. I had to consider whether the incidents were one in a series of related incidents not all which had been reported previously. However, both parties were not linked to Niche therefore there had been no previous incidents reported. Taking into consideration that her son was a child, the police have a duty to safeguard and protect children. Before attending the incident, I did prepare myself to identify issues that

affect the safety and welfare of the child. This was especially relevant when dealing with incidents involving violence but also in circumstances such as anti-social behaviour, or drug and alcohol misuse. Although the report from the female stated that her son had pushed her, I had to consider the welfare of the child also and look for indicators of concern for the child, and why these outbursts were occurring.

On arrival at the incident, the female opened the door to which she was very distressed. Her child was not at home at the time officers initially attended. The female also spoke Polish so it was difficult to understand her at times, therefore, if there was information, I had to get clarity on, or give clarity on I would use an interpreter to translate. The female explained to me that originally from Poland, both her and her son had moved to the UK 1 year ago and since moving, her son not wanting to go to school had become an issue. She explained that when she has asked her son why, he had told her it's because he thinks he has social anxiety and feels he is 'put on the spot' in class. I focused here on listening to everything the subject had to say by providing emotional support, reassurance and avenues that could be of help to resolve this.

Firstly, I asked the female if she has started conversations with her son about this and ask directly what is worrying him. She said she had asked several times, but he does not want to talk about it and will shut her out on occasions. I asked how she approaches him, to which she admitted she approaches him with frustration due to him being cold with her. I asked her to think about the changes that could be made, whether it is something at school, at home or in their daily routine that would help him feel less anxious. I advised her to reach out to the school, or doctors at the earliest opportunity to avoid things building up. This could involve working directly with a class or form tutor to improve the situation. I asked if she had thought of coping strategies for her child to which she said she had become so frustrated with him not attending, she'd been incapable of finding a route to the problem. I advised her to talk with her child about spending time with friends, family, listening to music, exercising, sport, watching films or just finding out what the subject enjoys or is interested in. I also suggested to encourage her son to create a 'self soothe box' by which he could fill the box with things that make him feel worried, therefore if her child won't open up face to face, he can open up through writing things down which gives an alternative understanding. It seemed that the female was struggling to understand her own son since moving to the UK and felt she had tried every avenue possible but failed. She also disclosed that on occasions, she had smelt cannabis on him when returning home from being out with friends but will instantly deny it. I felt here that the mother had built up a lot of disappointment, and where she thinks she had tried every avenue to help him, it was not fully the case.

I identified a communication barrier here where the son felt he could not be open with his thoughts and feelings to his mother. Children who tend to feel more acceptance from parents are more likely to open up and share their fears and feelings (Bandura, 1969). The mother admitted that rather than trying to solve the issues, she would become frustrated and criticise. I stressed that children should never be banged upon without listening to them properly as it may turn into the reason why her child does not want to open about things. I decided to write down 6 principles for the female to read over and take on board.

1. Pay proper attention to your son by always being available and first to communicate with

2. If you are busy, make your son understand the situation
3. One to one conversation and keep calm even if it is a difficult situation
4. Be sorry if it's your mistake and it will make the child acquire the habit that when they're in the wrong, they can recognise their own mistakes.
5. Show interest in what they have to say- listen to their thoughts and never interrupt if talking about how they are feeling
6. Do not argue- express your opinion but don't force it, and don't become frustrated.

I felt the best course of action here would be to speak with the son directly on his own in order to find out how he feels and what help he wants. When I asked him why he does not want to attend school, openly he said that it was because he thinks he is dealing with social anxiety and there has been ongoing bullying in school which has made him frightened to go outside and socialise. During this time, the child became very teary and upset. Although he felt the standard of education in the UK was better compared to Poland, he feels he is put on the spot at times and would prefer to sit at the back of the class where teachers will not notice him and not pick on him. During this I asked what subjects he enjoyed in school which he said Maths was his favourite because he understood it. The child stated that at times, he had gone to the toilet cubicles during short break times as he is anxious about being around others. He said there had been times that pupils have thrown objects over the top of cubicles and have referred towards his nationality in a negative way. He said the relationship between himself and his mother has decreased and in the past on one occasion, his mother has hit him with a belt, not causing injury so he will then retaliate by gently pushing her outside his bedroom door. Public service being a key value in my policing duty, I felt it would be in the interest of both parties to implement and suggest support such as contacting external agencies to provide the child with help relating to his social anxiety, children services, support for the child in school- one on one support or after school tutor sessions. Support for the child regarding using cannabis which is likely contributing to his social anxiety, and which he states that he only uses as it feels like an 'escape' and 'coping mechanism' from the way he is feeling. I also advised the mother and child to get in touch with a psychiatrist who he can discuss his anxiety with or make an appointment with the doctor if he feels he has to resort to medication. Also support in chastisement without physicality, an early intervention. Whether this was something cultural that happened in Poland, an early intervention would need to be in place that chastisement is illegal in the UK. A formal investigation would not be considered here due to the son's wishes and there were no significant safeguarding concerns regarding both persons. Communication seemed to be the main issue and I felt it would be more appropriate for external agencies to get involved as an early intervention. The female did not seem to grasp or understand that chastisement is not a form of punishment in the UK and it is unacceptable. This seemed to be a cultural understanding by the female due to her repeatedly saying that her father would use it upon her in Poland for discipline. I used my integrity to explain the impact of physical chastisement on children including increased aggression, anti-social behaviour, mental health problems and poorer quality of

parent-child relationships (Beers E, 2020). All of which the male was experiencing therefore this could have been a reason as to why the male was distant and rejecting of his mother. Physical punishment has been revealed in the past to be a predictor of a wider range of negative development outcomes. On speaking with the mother about what her son had disclosed to officers, it was stressed that discipline is the best guidance for a child's moral, physical and emotional development enabling them to take responsibility for themselves. It also teaches what is acceptable and what is not making them aware of values acceptable within a family household. Physical punishment is for the purpose of correction or control.

There has been research into the cultural aspect of physical chastisement to suggest that the effects of harsh disciplinary strategies, including physical punishment may vary across social and cultural contexts (Deater-Deckard and Dodge, 1997). For some culture, parent-child relationships are an important mediating factors where physical punishment is a normative mode of discipline and looked on as culturally acceptable and a sign of good parenting. However, the results have proved more negative.

After speaking with the son, officers tried to speak with the mother about her sons struggles. Within a few moments of explaining what he had told officers, she has interrupted and said that her son was lying and there is nothing seriously wrong with him. The female felt that her sons disclosure of social anxiety, being hit with a belt and being bullied at school was a cover up of what was really happening as she believed it had something to do with the people he was smoking cannabis with. The female refused to listen at this point and officers said that we would leave the property.

On reflection of the incident, I feel there was no significant risk from either party as the one-off incident involving the belt was some time ago and had taken place at the linked address. The son stressed the importance of his relationship with his mother and suggested they have always got on well. Although the female admitted to striking her son on one occasion with a belt, it was not in the interests of either person to pursue a formal complaint. The son had also expressed this wish. Therefore, the support from external agencies I mentioned earlier on was more appropriate to be implemented.

Myself and my colleague made child services aware due to disclosures made by both the mother and her son. Where there has been reasonable cause to suspect that a child is suffering or likely to suffer significant harm, the local authority is required under Section 47 of the Children Act 1989 to make enquiries to enable it to decide whether it should take any action to safeguard and promote the welfare of the child (legislation.gov.uk). There was a strategy discussion following a referral we made to share information, decide whether enquiries under section 47 should be undertaken, whether there is a conduct for a criminal investigation and any safeguarding plans for the child. Due to this not being investigated, child services were able to work with the family on rebuilding their relationship and to stop the physical altercations due to them 'butting heads'.

On reflection of this incident, I feel as an officer, I used a variety of policing values to try and resolve the issues and help both parties. Although I could not magically make the child go to school, I felt I covered all avenues of advice to enable the son and mother to work together and come up with strategies that would help

the son attend school, especially by getting in touch with external agencies which can help them as a family. I also felt I educated the mother, covering the cultural differences that what she perceived as discipline is not discipline that the law upholds in this country and physical chastisement could be a factor of the breakdown of their relationship. This incident mostly involved us officers working together with multi-agency safeguarding hubs to help work with the police and other organisations to help protect vulnerable people.

(2276)

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 have a duty to take positive action when dealing with sexual assault incidents. The mission of police is to prevent crime and protect the public; and this is in line with the police mission of the Code of Ethics. It also involved different professional opinions on the best course of action in certain incidents. Reaching a joint decision may not always be the same as what police may have initially decided on if they were the only agency deciding. As long as a decision is lawful, necessary and ethical, then the Code of Ethics will apply (College of Policing, 2013).

Rape and sexual assault incidents are among the most serious and high-impact crimes against.

There are three key stages in considering risk for the purposes of public protection: **risk identification**, **risk assessment** and **risk management** (College of Policing, 2017). In the incident I attended, I identified risk factors, set a risk management plan, assessed the risk and used appropriate risk assessment tools. By firstly gathering information, myself and my colleague were able to develop appropriate methods for managing risk the offender posed based on full information (College of Policing 2013). The initial call received was an abandoned 999 call whereby the female stated she wanted to report a sexual assault and then hung up the phone (I will refer to the female as the victim throughout). The risk was identified here that a sexual offence may have been committed but more information was needed.

On route to the address, warning markers and previous occurrences were looked at to establish more information about the persons involved including previous criminality, convictions, sexual assault, domestic abuse or any frequency assaults caused by the offender. Although this information is helpful, it is not effective in measuring the exact risk levels. On looking at both persons involved, there were no previous criminal history, and no warning markers therefore we were unable to gather a great deal of information about them. Myself and my colleague defined the situation by discussing what was happening; which was that a possible sexual assault has been taken place, and the subject was still at scene so it could be still ongoing, or it could be historic. We discussed what we knew so far which was that the victim had reported a sexual assault, followed by hanging up the phone. Therefore, it could have been a discrete call in desperation due to hanging the phone up. Or it could have been a spontaneous report. We discussed what we didn't know and wanted to find out which was that the context of the relationship between both parties, the level of risk, whether the report being made is current or historic, if the subject is still at the scene, the degree of assault taken place and the exact circumstances leading up to the alleged assault. Further information to gather would be to get accounts from the subject and victim separately, consider any possible witnesses, any injuries, the level of the sexual assault taken place, points to prove of the offence, to consider powers and policies and whether there is enough evidence to possibly arrest, and to take statements from victims/witnesses involved. There was a lot of evidential opportunities to consider gathering. When considering the Criminal Procedure and Investigations Act 1996, and Codes of Practice, I had to consider the investigation of the crime that may have been committed, to ascertain whether a crime had been committed or the belief that a crime may be committed. I considered material of any kind, including information and objects that could potentially be obtained at the scene which may be relevant to the investigation. Not just material that comes into our possession but also material generated from information gathered.

On arrival at the address, both parties were immediately separated to find out exactly what had happened and ascertain the exact circumstances. This was the analytical stage involving assessing the situation, including threat, risk of harm and potential for benefits (College of Policing, 2017). Myself and my colleague activated our body worn throughout the initial disclosures. Both persons were intoxicated therefore myself and my colleague had to make sure our questions were clear, so that both parties were sure of their answers and replies. Also revisiting the victim in the morning was also considered due to her intoxicated state, and the account given may not be clear. The first action I took was to separate both parties in separate rooms and then I was able to speak to the victim directly, and my colleague to the subject directly. Due to the initial information received, it suggested that the victim posed a high risk of harm or has suffered harm therefore immediate action must be taken to remove or reduce the risk. At this time, very conflicting backgrounds were given to each officer about their relationship with one another. The only exception with their accounts was that they were both friends and worked together. Myself and my colleague needed more information. I predominantly spoke to the victim who stated that the subject was a good friend of hers from work and the

subject often wanted more in terms of a sexual relationship, however she had not shared the same enthusiasm and had never been in a sexual relationship with the subject. Due to the victim being intoxicated, she seemed to give a confusing account and circumstances leading up to the assault. And was very incoherent when speaking and things were very convoluted. I needed to seek more information due to there being no mention of what had happened that evening and the assault that took place, so I focused predominantly on asking questions of what had occurred. The victim stated that the subject had come over for a drink, were having a heart to heart conversation in the living room. The female went to her bedroom to order something for her daughter from Amazon and the male has followed her into the bedroom. The victim states the subject has then placed his fingers inside of her and she asked him to stop which he did not at first. She said she felt she did not give him permission to see or touch her intimate parts and took full control of the situation. She stated he had then gone to the living room, she has gone into the kitchen and called police.

From speaking with my colleague and discussing what information he had gathered from the subject, the stories from both parties were deemed convoluted. Myself and my colleague acted with fairness and impartiality here, allowing both parties to give an account of what had happened before taking further action. The subject gave an account that he had gone to the victim's house for drinks after being invited. They allegedly engaged in oral sex inside the living room, consensually. The subject stated that he had been having an affair with the victim. He went onto say the victim has then gone too her bedroom, to which the subject has followed her in. She has laid on the bed, and the subject has proceeded to touch the victim inappropriately on her breasts. The subject states the victim has shouted in a startled manner and sounded like she had woken up in a fright. The subject states he did not realise the victim was sleeping and thought both were carrying on from where they left off. The subject states he instantly realised what had happened, not realising the victim was sleeping and began to apologise. Both dissimilar accounts regarding the nature of their relationship, and what had happened. On asking the victim whether she sustained any injuries from this, she said she hadn't and confirmed no witnesses as it was just the two of them at the address.

The next stage involved considering powers and policies. Myself and my colleague discussed whether there was enough information/evidence given by the victim to amount to a sexual assault. I used my work phone to investigate sexual offences, and the definitions in order to find out which legislation may apply in this case. (Section 3 of the Sexual Offences Act 2003) applied here due to the intentional touching of another person, which is sexual, the victim did not consent, and the subject reasonably believes that the victim did not consent (LawTeacher, 2013). All points to prove were met in relation to this incident. Due to me still being in tutorship and not having much experience with this offence, I had to relay with my colleague and supervisor and consider what is the most proportionate, necessary, legitimate and ethical actions to take here. I used my powers and authority lawfully and took action. As my colleague had been initially dealing with the subject, my colleague arrested the subject on suspicion of sexual assault by touching within the terms of the Police and Criminal Evidence Act 1984 (PACE) in line with CODE G (College of Policing, 2015). I felt this was most appropriate due to the nature of the allegation given by the victim and communicated this decision effectively

with my colleague and supervisor. It was also appropriate to focus on efforts on gathering evidence in order to build an evidence-led prosecution that does not rely on the victim's statement. On arrest of the subject, he made an admission when told that his hands would be swabbed at custody, he said "HER DNA WILL BE ALL OVER THEM". Therefore, this was a significant comment in my statement. The subject was conveyed to custody and his detention was authorised. On going back to the victim, items of clothing were seized and exhibited. However, the victim did not want to make a complaint or support prosecution due to her wanting to remain friends with the subject but did not want him to contact her at present. Due to the nature of the incident, it was passed to the criminal investigations department for progression. The victim was told that the subject would still be interviewed, and a victimless prosecution could still be considered. On reviewing my decision making and the action taken at scene, the benefits of arresting the subject allowed the victim time to feel safe and improve them engaging with the police. It also allowed time to gather evidence from other lines of enquiry, such as DNA. It would also give indication to the victim that what had been disclosed was being taken seriously and investigated fairly.

In terms of the outcome of the investigation, the victim was cooperative but did not want to support the prosecution and due to no evidential support other than the initial account given to myself and my colleague, it was inconsistent. In terms of considering the full code test, the matter could not proceed due to be no evidence to present to the CPS and there was insufficient evidence. There were also no known witnesses, no suitable forensic opportunities to prove or disprove the suspects account. There was no CCTV as the alleged offence occurred in a private premise. The outcome was NO FURTHER ACTION.

In terms of my part as the initial attending officer, I was responsible for ensuring the initial investigation was carried out fairly and ensured all material relevant to the investigation was retained and made available for other persons participating in the investigation. I made sure all lines of enquiry were pursued whether it pointed toward or away from the suspect by being honest and showing integrity as a core principle from the code of ethics. In terms of relevant material from initial attendance and disclosures by the subject that was not captured on body worn video, this was recorded in a durable form which was by writing (Criminal Procedure and Investigations Act 1996). On reflection, the decision to initially arrest was reasonable considering the circumstances, and these decisions were communicated effectively to my colleagues, supervisors and investigation departments. In terms of potential impact of bias in this situation, the convoluted accounts given by both parties could not lead to any biased decisions as both accounts were different, therefore both had to be investigated thoroughly. Also due to the intoxication of the female, this did not have an impact on any of the decisions made as her being intoxicated and not being in a clear mind set could have undermined her account, but I acted fairly, regardless on whether the male was sober and the female was intoxicated. Due to this being the first sexual offence incident I dealt with, I feel on reflection I used my initiative and gathered as much information that was available/non available to produce to the criminal investigations department for them to investigate further. All initial lines of enquiry were explored for the defence and prosecution, if the incident

were to go to court. Although the outcome was not as planned for the victim, the decision was reasonable and proportionate in the circumstances and made in accordance with the Code of Ethics and decisions made were in support of supervisors and other organisations. A Public Protection Notification was submitted for the victim in this incident due to the nature of the offence, and although she chose not to support and make a complaint, external agencies would be available to her to help and support any current or after effect on her, her mental health and wellbeing. The reason for getting in touch with these external agencies is not just for the current of what is happening in the circumstances, but also the after effect and how the victim may feel long term. Therefore, it is important to ensure that vulnerable people are protected and are offered or given the advice and help they might desperately want/need.

(2281)

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
Stop and Search	Since my initial 6 months training, the opportunity for a stop and search on a person has not come to light. It will be achieved if I feel the search is justified, lawful and stands up to public scrutiny. As well as if there are reasonable grounds to suspect the person is carrying something illegal. I will also make sure the person understands why they are being	Colleagues Supervisor	01.01.2022 I will develop my stop and search skills within the next year. I cannot give a specific timeline of when it will happen but hopefully I will be able to exercise police powers in a stop and search as I become more independent and comfortable in my role.
Sudden Death	I have been to two sudden deaths whilst in tutorship. Due to the nature of it, I feel I need the opportunity to take control and empathise with family and friends. I also need to fill out the sudden death form on my own accord with the family and contact external agencies such as undertakers and submission to coroner.	Colleagues Supervisor	01.01.2022 On attendance at the next sudden death I attend, I will take more control to comfort the family and to fill out the sudden death form in order to know what questions to ask.
Handcuffing	Although I have made many arrests, sometimes handcuffing has not always been needed as use of force due to the compliant	Colleagues Supervisor	01.01.2022 More opportunities this year to get more hands on in terms of handcuffing, especially

Referencing	nature of some people I have dealt with. Therefore, handcuffing is a use of force I need to get more familiar with so that I am confident in my ability to handcuff properly and safely. I have been out of university for a few years so referencing is something I need to practice and become more familiar with as I haven't used the system in so long. I enjoy writing essays and in this workbook, I have enjoyed writing about my own experiences, incorporated into research.		becoming independent and dealing with a variety of incidents. Further workbooks and my second workbook in 2022
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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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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: Shauna WILLIAMS (Learner, Electronic signature or type name)

Date: 05.01.2022