



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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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

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

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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Task 5	Development Plan	500
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	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

I found my initial 6 months of training quite difficult to adjust to having not been in an educational setting for 16 years. I did not give this much thought prior to being attested as a police constable; however, I realised within a short time just how difficult this transition from a physical, labour intensive background to a more mentally challenging setting and position would be. This transition brought on a lot of stress and there were more than a few times when I had thoughts that maybe, I would not be able to complete the initial training. However, I believed that the effort I applied, and time committed to becoming a police constable would be worth it. As a result, I implemented a number of ways of coping with the added pressure.

I found that stress came in many forms within the student constable role. Whether it be through public speaking when asked to conduct presentations to the class, the pressure of exams looming on the horizon or just the general thought of having a role so vital with so much responsibility on ones shoulders, for myself it was all of these things combined.

During this essay I will be identifying and reflecting upon the main coping strategies I have utilised in order to develop resilience and reduce stress as much as possible during the initial 6 months training. I will be referencing all of my research throughout this essay and using Borton's developmental framework (Borton, 1970) as a way of reflection. My research has shown that this method of reflection to be described as "perhaps the most straightforward and is therefore ideal for students who are new to reflective activity" (Copely, 2011, p. 58).

My research shows that stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. (World Health Organisation, 2023).

My research found resilience as defined by the American Psychological Association to be the outcome and process of successfully adapting to difficult life experiences, its having the ability to adjust to both internal and external demands (Everyday Health, 2024)

The first thing I did to try to minimise stress was regular exercise. To do this I dedicated time, every other day to attend a local gym. According to research “Numerous studies have examined self-reports of stress or perceived stress and whether exercise influences these perceptions. In general, people report feeling less stress following acute exercise bouts and feeling less stressed in general when they are physically active as opposed to being sedentary.” (Lox, Curt L., et al. 2019, p. 236).

These studies were conducted by D J Crews and D M Landers, the studies included the recording of base measurements of heart rate (HR), systolic blood pressure (SBP) and diastolic blood pressure (DBP). The aim was to ascertain whether people with higher levels of fitness recorded lower measurements. “Based on the results of their review, Crews and Landers concluded that, regardless of how the stress response was measured, more fit individuals had a sizably smaller stress response than unfit individuals”. (Lox, Curt L., et al. 2019, p.236).

In summary the studies found that fitter, healthier individuals with lower baseline measurements would find that even in heightened, stressful situations, their measurements would still remain lower overall than those of less fit or unhealthy individuals.

I found exercise to be extremely beneficial for myself within the student constable role as there were often times within the initial 6 months training whereby ones body would be put under stress, this included the Officer Safety Training course which involved 2 weeks of self-defence and personal fitness tests. It also benefited me during the practical assessments during which students would be expected to chase other students in roleplaying exercises.

The other strategy I found to be beneficial for relieving stress but more so building resilience would be reflective practice itself. The ability to take an experience, think about that experience after the fact, begin to analyse what happened and how one could develop ideas on how to approach the next experience utilising those new ideas. A good example of this would be Kolb’s experiential learning cycle (Kolb, 1984)

Kolb presented his ideas in the form of ‘The experiential learning cycle’, this cycle involves taking a ‘concrete experience’ this can be any event that occurs in life, applying ‘reflective observation’ to this experience “what this refers to is the process of looking back on and remembering all the things that happened during the event”. (Copely, 2011 p. 26). Next is ‘Abstract conceptualisation’ which refers to the process of making sense of the experience. Lastly the cycle involves ‘Active Experimentation’ this is where the new knowledge and strategies are put into practice. “The experimental stage is very important according to Kolb because it is only after we have put our new ideas into practice that true learning has occurred”. (Copely, 2011 p. 27).

I would find myself using this practice of reflection almost every day, trying to figure out how to use failures or downfalls in performance to an advantage and therefore make the next experience better. For example, in the initial 6 month training, students are given a task to go on patrol in pairs around the headquarters looking for pieces of paper, these papers had written on them information relating to a person or vehicle, students would then take turns to request person checks or vehicle checks over the radio. This was to practice airwave discipline and the format in which checks are conducted. Reflection became important for me after this experience as the

importance of radio discipline became clear. I was able to practice the formats outside of the practical assessments, correcting the mistakes I had made previously and bringing those corrections into future practical's, as a result my performance in the following assessment was improved.

Word Count - 987

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:

During this essay I will be explaining and reflecting upon an incident that occurred during my tour of duty within my tutorship period of training which involved a request for police assistance in removing a male from his household. I will be referencing my research throughout and will be reflecting on the incident using Gibbs' reflective cycle (Copley, 2011 p. 67).

We received a call as a high priority incident and initially the only information that officers received was that of a male who had become violent towards his family members as a result of a mental health disorder. Officers were advised that an ambulance was on scene, however this was not the case as the ambulance left before officers arrived and also a member of the social services emergency duty team was on scene (Swansea.gov, 2024).

Upon arrival officers were greeted by a member of the EDT who informed us that the male who resided at the property was a patient at Cefn Coed Hospital, a mental health clinic (Swansea Bay university health board, 2024), we were advised that the male had previously been admitted under Section 2 of the Mental Health Act which allows for a person to be admitted to hospital in order to assess whether they are suffering

from a mental disorder and to ascertain which disorder that is (Mental Health Act, 1983). Officers were informed that the male was granted leave from the hospital under section 17 of the mental health act, on the condition that leave was only for 48 hours. When it was time for the male to then return to hospital he had refused and became violent towards his family members when they tried to convince him to return. The family had called the social services emergency duty team as they had concerns that he had become a danger to himself and others. Police are granted powers under the Mental Health Act in order to remove a person and convey them to a place of safety.

In this instance we were informed that the ambulance which was on scene earlier in the evening had left by the time officers arrived, this ambulance was responsible for the conveyance of the male back to Cefn Coed hospital. Officers made their way into the property in company with the male's family, the male was 75 years old and suffered from vascular dementia, this is an extremely debilitating illness that among many symptoms it affects the person's ability to concentrate, they have memory problems and severe mood changes, sudden aggression can be attributed to some of these symptoms. Officers approached the male cautiously as to not frighten him, we spoke in soft vocal tones to try and calm him. Unfortunately, these attempts at a cautious approach did not work, the male spoke calmly to his son at first although when he realised that police officers were in the room his demeanour changed almost instantly, he started shouting at officers, claiming that we were not real police. He threatened us with legal action if we did not leave, however his explanations of the law were inaccurate. The male started screaming and threatening to kill both the officers and his son. Officers tried to calm the male and asked that the family talk to him in order to distract him somewhat.

Given that there was no ambulance on scene, officers did not think it would be suitable to convey the male in the marked police vehicle as we would be unable to secure him, and it was likely that the male would try to harm himself if placed within the small transport cell in the rear. Contact with the ambulance service was made in order to request another ambulance but officers were told there would be a 4 hour wait. Officers then contacted St John's ambulance to ask for their help, they were able to send an ambulance however the wait would be 40 mins. This gave officers an opportunity to try and build a rapport with the male, we continued to talk to the male about his interests such as rugby and building, this suited myself well as I also have a background in building. The male calmed down while talking to me, I used open questions and made sure to look directly at the male while he was talking while I was kneeling on the floor in order to get down to his level. My research shows that these are traits of active listening, active listening is based on beginning and continuing a course of communication which focuses on positive uses of empathy, listening and body language, it is used by many people such as hostage negotiators in order to reduce tension in a situation, the theory is that if a person is focusing on communicating then they are less likely to resort to the use of force (College of Policing, 2024). However, while I was doing this, I was not deliberately thinking about it and there are other things involved with active listening that I could have implemented such as paraphrasing what the male was saying to me as to show a level of understanding.

Upon arrival of the St Johns ambulance the staff requested that if they were to convey the male back to hospital then one of the officers would be required to sit in ambulance as escort in case of the males behaviour escalating, this was agreed.

Now came the point that we would need to get the male into the ambulance, officers tried to reason with the male using the 5 step appeal as although the male was clearly suffering from a mental disorder, he seemed to understand what people around him were saying and what was happening at the time. The 5 step appeal is a conflict management skill that is designed to give someone plenty of time and opportunity to understand what is being requested of them and to comply with those requests (College of Policing, 2024).

The 5 step appeal has as the name suggests, 5 steps, these include,

- Step 1 – The simple appeal, ask the male to adhere to your request.
- Step 2 – Reasoned appeal, explain why you have asked.
- Step 3 – Personal appeal, explain any effect on the person that not adhering to the request might have.
- Step 4 – Final appeal, tell the person what is required and use the phrase “is there anything I can reasonably say or do to make you comply with my request”
- Step 5 – Action, your last option if the person continues to resist.

(College of Policing, 2024)

During the 5 step appeal it was clear fairly early on that action would need to be taken as the male was displaying resistance throughout. On an attempt to help the male up he lashed out at officers, trying to punch and kick us, he also tried to hit his son who was still present. The decision was made to place the male in handcuffs, this decision was not made lightly, and every effort had been made to calm the situation without the use of force, however given the violent behaviour of the male it was deemed necessary and justifiable to use handcuffs in order to minimise harm to all parties including the male in question. The male was escorted to the ambulance and then conveyed back to a place of safety, in this case Cefn Coed Hospital. By the time we arrived at the hospital the male had calmed, he thanked officers for helping and returned willingly to the ward.

My research shows that theories such as betari's box describes how people can get into an escalating cycle of poor communication based on how their attitudes affect their actions, these attitudes and actions then affect the manner in which the other person will conduct their own attitudes and actions. Put simply if officers had been short tempered and used more force the result could have been the male getting far more aggressive and posing a further danger to himself and others (Mind tools, 2024).

My research into the code of ethics shows them to be a series of statements that if followed should allow officers to make the right decisions in the right way for the right reasons (College of Policing, 2024), some of these statements include courage, respect, empathy and public service. In relation to these principles I believe that officers at the scene adhered to them as best they could, integrity, the role of officers was explained throughout the incident, empathy and respect was given to the male at all times, keeping in mind the males mental state and confusion. Active listening

played a big part within this incident when trying to engage with and calm the male and also impartiality, officers should make no judgements regarding a person's mental state and in no way should any person be treated negatively as a result.

Word Count - 1482

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 this essay I will be explaining and reflecting upon an incident which occurred during a shift within my tutorship period of training, during this incident a colleague and I were responsible for the welfare of a victim of domestic assault. Some of our responsibilities during this incident were the care of the victim, the negotiation and dealings with the offender and also the welfare concerns associated with the children of the victim and the rest of her family. I will be referencing my research throughout this essay and my reflection will be implemented using Gibbs' reflective cycle (Copley, 2011 p. 67)

The incident came through originally as one female and one male had got into a verbal argument at their home address, the female had left the address with her two children in order to take the children to the female's mothers home address which was located approximately 100m down the street. After safeguarding the children, the female then returned to her home address but could not re-enter her property as the male had locked the doors and was contacting the female via text message on their daughters phone. She had then returned to her mother's address to wait for officers, however officers did not know this at the time.

Officers attended the home address but could not locate the female. However, the male came to the window and explained that the female had thrown a plate of food at the wall, and he had done nothing to provoke the female. After a short conversation

with the male, it became clear to officers that the male was under the influence of drugs or alcohol, or possibly both.

The male advised officer that the female had taken the children to her mothers and was no longer inside the property. Officers contacted the female via mobile phone, and she confirmed that she was at her mother's address and gave the address to the officers.

When officers attended the mothers address, they were greeted by the female's sister, who invited officers inside. The female was in the living room and looked visibly shaken, she claimed that the male at the property was her ex-partner, even though the male was an ex-partner this still classed the incident as domestic as "they were both aged over 16 and are personally connected to each other" (Police National Legal Database, Domestic Abuse Act 2021).

She stated that she left her home address due to the male becoming aggressive during the verbal altercation however she confirmed that she had thrown the plate of food at the male during the argument although the plate hit the wall and not the male. The female then disclosed that since the argument, the male had consistently been phoning and text messaging the female from the daughter's phone which was left at their home address. This continued to place the female in fear as the content of the text messages were of an abusive nature. As officers were talking with the female about the incident, the eight year old daughter of the female said that her mother should tell officers about "the time that he hit you". Upon hearing this the female gestured that her daughter should be quiet. This raised concerns for officers as there was clearly more happening regarding the incident that the female was withholding.

After speaking to officers for a short time the female then disclosed that the male had indeed hit her to the face, and when the female wiped some makeup away, a small bruise could be seen just under the female's left eye. The female was reluctant to disclose the assault to officers as she was afraid of any repercussions that might come back on her and her children.

According to the Office of National Statistics, the Crime Survey for England and Wales (CSEW) year ending March 2023 estimated that 4.4% of people aged 16 years and over (2.1 million) experienced domestic abuse in the last year (Office for National Statistics, 2023).

In light of this new information regarding the allegation, officers decided that due to safeguarding issues now surrounding the female and her children that the arrest of the male was necessary according to Police and Criminal Evidence Act Code G

"to protect a child or other vulnerable person from the person in question. This might apply when the health (physical or mental) or welfare of a child or vulnerable person is likely to be harmed or is at risk of being harmed, if the person is not arrested in cases where it is not practicable and appropriate to make alternative arrangements to prevent the suspect from having any harmful or potentially harmful contact with the child or vulnerable person" (GOV.uk, 2012).

Officers then advised the female to turn off her phone or block the phone number that the male was calling from as to avoid any more abusive calls or messages. Officers returned to the original home address with the intention of arresting the male. When officers arrived, the male started shouting verbal abuse at officers through the front window of the property, officers asked the male to open the front door and have a conversation with officers, the purpose of this was to give the male an opportunity to give his explanation of the incident and the allegation against him, this comes in line with one of the core policing values of impartiality (College of Policing, 2024).

The male continued to get agitated and refused to engage with officers, he also at one point tried to exit the property through the front downstairs window. Officers managed to convince the male that this would not be a good idea. Officers had to resort to threatening forced entry to the property before the male agreed to open the front door.

The male opened the door and exited the property, he then moved towards officers and was placed in handcuffs, I then placed the male under arrest for a section 39 assault under the Offence Against a Person Act 1861, this act states “an assault is any intentional or reckless act which causes a person to apprehend immediate unlawful force or personal violence” (Police National Legal Database, CJA 1988 – Common Assault). The male was read his rights and then conveyed to custody, once at custody the male disclosed to the custody sergeant that he was under the influence of both alcohol and cocaine.

Officers returned to the home victim’s mothers address to provide an explanation as to what had occurred and to also offer support in the aftermath of what of the incident. Officers asked if the female would like any support as a result of the incident and she accepted, therefore a PPN was completed by officers immediately after the incident. Officers also went through the DASH risk assessment with the female due to there being safeguarding concerns. “The purpose of the Dash risk checklist is to give a consistent and simple tool for practitioners who work with adult victims of domestic abuse in order to help them identify those who are at high risk of harm” (Safe Lives, 2014).

Officers explained what would happen in the coming days, that the male can be held by the police for 24 hours which provides her time to approach the council in regard to getting re-housed in a different location, this is something that she had earlier said she wanted to do. The female also stated that she was not sure if she wanted to provide a statement to police regarding the incident, Officers explained that the 24 hours would also give her time to decide and that it was completely her decision. The female was offered a victim focus referral which she accepted; officers also extended this offer to the family of the victim as victim support is not only there to support the direct victims of crime but also anyone affected indirectly (Victim Support, 1974). Officers offered this support in line with the victims code (Victims Code, 2006).

The next day the female contacted police to inform them of her decision regarding a statement. She had decided she did not wish to provide one and would prefer to take no further criminal action on the matter. However, she did state that she and her children were no longer living with the male and thanked officers for their advice on approaching the council for alternative housing which the council had granted.

Upon reflection on the incident, I believe that officers did all they could to support the female and her family, ensuring they had all the information possible to assist in the families understanding of what the officers had done and why they had done it. The family had used the information and support offered by officers which had resulted in the safeguarding of the family from any further harm or risk from the male. I also believe that officers displayed good examples of the core values at the heart of policing such as supporting victims, being impartial by offering both sides to give their account of the incident and transparency by explaining to all involved the decisions taken by officers and reasoning behind those decisions (College of Policing, 2024).

Word Count - 1535

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:

During this essay I will be reflecting upon an incident which occurred during a shift within my tutorship phase of training that my tutor and I attended, the incident involved a Kurdish male being in fear for his life. Officers were made aware of the ethnicity of the male via radio due to the male not being able to speak English. I will be reflecting on the incident within this essay by using Gibbs' reflective cycle (Copely, 2011 p.67) and referencing my research throughout.

On attendance of the reported address officers turned their body worn video cameras on as they knew that given the possible language barrier between officers and the male it was essential that the encounter was recorded. A male came to the front door to greet officers, the male was crying and very upset, he ushered officers inside the property while trying to kiss their hands, while doing so he repeatedly said the words "thank you". The male was asked what has happened, the male was pointing towards a downstairs door within the property and also pointing at a photo on a mobile device of what looked like a stain on the same door. Officers asked if they could enter the room, the male entered the room first and ushered officers to follow him inside. When inside the room, officers asked the male to explain what had happened and the language barrier became evident.

The male clearly did not understand what officers were saying and so kept pointing at the photo on his mobile phone. Officers decided the only option they had was to

contact language line, this is a company which uses an interpreter via phone line to translate a conversation (Language Line, 2024). Officers did this to make sure they abided by the victims right to understand and be understood (victims code, 2006). Language line assisted greatly, the male via the interpreter was able to tell officers that he was scared for his life due to another male that lived in the property being abusive towards him he told officers that the property was shared with three other males living at the address, the male did not know the name of the accused only that he lived upstairs. Officers found it a little strange that the male had lived in the property with the other people however he was unable to provide any information regarding the other people including names. He explained that the stain on the door in the photo was a result of food being thrown at his door, the male also stated that the other male would bang on his door. Unfortunately, this would not constitute as an offence as no damage was caused, it could however be classed as harassment if it had happened on more than one occasion, the legal definition of harassment is as follows,

Harassment is behaviour intended to cause a person alarm or distress. The behaviour must occur on more than one occasion, but it does not have to be the same kind of behaviour on each occasion (Sentencing Council, 2024)

The male was asked how many times this happened, and he confirmed it was only once. The male kept pleading with officers to re-house him in another location, but it was explained that this was not a power that the police had. After much discussion the officers were unable to identify that any offences had been committed and despite the male being upset there was not a lot of action the officers could take.

Officers decided that in regard to the Criminal Procedure and Investigations Act (CPIA, 1996) it was necessary to get some form of disclosure from the accused male. Officers were informed that the accused lived in the upstairs of the property but were advised that he is very violent. Knowing this information and also the possibility that the accused had already heard the conversation and the accusations made against him, officers approached the upstairs of the property cautiously.

Using the National decision model (College of Policing, 2013), officers were able to decide the best course of action regarding the approach of the accused male. The only information we had at that time was that the male was violent and lived upstairs, the risk was relatively low as we did not even know if the male was inside the property. Our strategy was such that my tutor would approach the bedroom door first and I would take up a cover position approximately two metres away on the landing as to capture everything on my body worn video camera. If the male was to try and run or push past us, then I was able to block his path. Officers did not have any powers of entry as no offences had been committed and we did not have any reasonable grounds to enter. Officers knocked the door and identified that it was the police knocking, however there was no answer.

After a few minutes of knocking, another male emerged from another room who identified himself as the accused brother, he informed officers that the accused was not at the property. He was asked by officers if there had been any issues involving his brother and the male. The brother stated that the male had accused his brother of bullying however has seen nothing to confirm this. The brother gave officers the accused's mobile phone number in order to be contacted.

Officers returned to male downstairs and advised that the accused male was not in the property however officers had a phone number and would contact him. While officers were speaking to the male, the brother came downstairs and began making his way towards the males room, stating that he intended to ask the male what had happened. Officers advised him not to ask and that the male was entitled to make his concerns known and that the incident did not concern the brother. Officers advised the male to stay in his room for the time being and lock the door, officers believed at that time that he was safe. Officers stepped outside and called the accused male using the phone number provided. When the male answered he was asked where he was as officers would like to speak with him, he advised officers of his location and officers made their way there. On arrival the male seemed comfortable speaking to police about any allegations, he advised officers that he had slipped at the bottom of the stairs earlier that day while carrying a bowl of soup, some of the soup had tipped onto the males door, he then knocked on the door in order to apologise and then cleaned the soup off, he apologised for the male feeling threatened but it was a misunderstanding. In light of this new information officers were satisfied that this explanation was plausible and was probably the most likely explanation of the incident. The accused male was given advice as to not approach the other male in relation to the incident and to give each other space as the other male is clearly upset.

Officers then returned to the property to advise the male on what had been disclosed by the accused and what officers had said to the accused, this was done in line with the victims right to be given information regarding the investigation and the outcome of said investigation (victims code, 2006), the male was happy with the outcome and was very thankful to officers.

On reflection of this incident, my belief is that officers actions led to a good outcome to this investigation. They utilised the national decision model (College of Policing, 2013) to make decisions based of the most recent information, they identified the possible use of powers during certain parts of the investigation and used their own discretion in relation to the outcome of the incident. It would be all too easy in many cases such as this to take the reporting person's account of what happened as the only side of the story, whether that be because of unconscious bias or feelings of pity for the reporting person, there are rules such as the Criminal Procedure and Investigations Act 1996 (CPIA, 1996) which as long as they are followed will allow officers to conduct a thorough and honest investigation while giving all involved an opportunity give their account of events. If officers had not given the accused male the opportunity to give his version then the officers could have made a wrongful arrest of the accused, this could have led to an assault claim against officers if the accused had been placed in handcuffs or had been subject to use of force at the time of arrest.

Word count - 1454

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
My own confidence within the Police constable role.	Continued time and effort spent within tutorship.	My tutor Constable My supervisor And others within the team.	I hope to be more Confident by the End of my Tutorship period. June 2024
Confidence on The Police Computer system, using the police databases is proving difficult to get used to.	Continued use of The police Computer systems Will provide the necessary practice.	The whole team, Training courses Can be attended If needs be.	I hope to be more Confident on the Computer systems By the end of my Tutorship period. June 2024
Confidence in my Ability to make Split second Decisions while Dealing with a Situation.	I will continue to be mindful of the National Decision Model, decision Making will come With experience.	Online courses Can be attended Regarding the National Decision Model, I can revisit Student lessons on Moodle.	I aim to improve My decision Making by the end Of my tutorship. June 2024. However ongoing experience over my service will help.

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

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CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

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

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

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

Signed: Daniel Simons (Learner - Electronic signature or type name)

Date: 07 April 2024