

## **BSc (Hons) Professional Police Practice**

### **LEVEL 4 - 40 Credits**

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

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

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**Learner's University Registration Number: 2124833**

## **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](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](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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| <b>Workbook</b> | <b>Area of Professional Practice</b>                                                                             | <b>Word count</b> |
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| Task 2          | <b>Communication Skills, Managing Conflict, Valuing Difference and Inclusion</b>                                 | <b>1500</b>       |
| Task 3          | <b>Criminal Justice, Valuing difference and inclusion</b>                                                        | <b>1500</b>       |
| Task 4          | <b>Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)</b>       | <b>1500</b>       |
|                 | <b>Bibliography</b>                                                                                              |                   |
| Task 5          | <b>Development Plan</b>                                                                                          | <b>500</b>        |
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|                 | <b>Total</b>                                                                                                     | <b>6000</b>       |
|                 | <b>Confirmation of Confidentiality and Plagiarism</b><br><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)

**Total: 996 words**

### ANSWER:

Reflecting on my initial six months of police training, I will be talking about the coping strategies of computer gaming and sports that I have applied to minimise stress and develop resilience. I will discuss how effective I have found each of these strategies to be at minimising stress, weighing their merits and shortcomings.

I will be using Terry Borton's reflective tool of 1970 to structure my answer.

After first leaving full time education in 2017; I have found coming back into a full-time learning environment quite a stressful experience, especially now as I am starting a higher education program where I am facing deadlines for modules and examinations for the first time in five years. The re-adjustment back into this style of learning has been tough and I expect it will continue to be hard work and an overall stressful time for the remainder of the programme. Because of this I have needed to develop an approach to deal with this new stress.

In scientific communities, stress is described as *"the psychological perception of pressure, on the one hand, and the body's response to it"* (Stress, 2022). As stress is described as a natural response, there will be ways to minimise it but cutting stress out completely would be against human nature. My personal response to stress ranges from a slight inability to focus to painful headaches, so finding methods of reducing this was a priority of mine.

One of the means I used to reduce stress was playing computer games in my spare time. There has already been significant research into the effect of computer games on stress, most of which indicate that it is a good stress reliever. During one study with 100 participants, they found that after playing games, *"stress levels declined over time at equal levels during both competitive and cooperative game play"* (Competitively versus cooperatively? An analysis of the effect of game play on levels of stress, 2016), this supports my own findings.

Initially, when I felt an increase in stress from the initial period in my training, I found that playing computer games did help in relieving the stress and I was able to re-focus myself on tasks such as revision for upcoming exams. However, at times, gaming became an even bigger distraction than the feelings of stress that I was experiencing. This further distraction from revision led to even more stress than before I started gaming as I was not focused on task. To combat this, I limited my time gaming to one or two hours between coming home and starting tasks such as revision. Doing this allowed me to de-stress after a day of training and then re-focus my mind on revision and other objectives such as studying.

Another means I used to reduce stress was to continue coaching sports as I had done before joining the police, specifically sailing. Sailing is something that I've always really enjoyed having been a participant from a young age, I've been coaching sailing for seven years, taking a short break from this during the pandemic.

I found sailing to be a more effective stress reliever than computer gaming as where I could get distracted by an almost unlimited time gaming, I was already limited to the time I could spend sailing due to the tide, wind and operating hours of the sailing club. This however, seemed to be its weakness also; due to the operating hours of the club, I could only go out on the water once or twice a week and this was dependant on wind and tide.

There has been even more research on the effect of sports on stress levels than on the effect of gaming. This research commonly points to the same thing, "*any kind of exercise will improve your fitness and reduce stress levels*" (Mirany, 2020) however, Mirany states that while exercise will reduce stress, the most effective part is doing something that you enjoy doing.

Resilience is an important quality to have in the police service, this is "*the capacity to recover quickly from difficulties; toughness*." (Oxford University Press, 2021). Police officers are routinely expected to face harsh and difficult situations in a role where no one day is the same, so a level of personal resilience is required to overcome these daily difficulties. I feel that by adapting to the new learning environment I have found myself in I have already evidenced a high level of resilience.

By using my coping strategies to deal with stress I think that I have been able to develop my resilience even further during my six months.

Without resilience, I would not have been able to complete the six months training as there were many difficulties I had to overcome, such as the start of exams and being introduced to the practical style of policing which has all been new to me.

Looking back on the six months overall; I have had to make changes to my coping strategies to develop resilience and minimise stress, finding which works best for me. I think that both of my methods of sailing and computer gaming work well as they are both something which I enjoy doing and have both been doing a good job at relieving stress.

I have learnt that my coping strategies both have their pros and cons, where I am restricted on which days I can sail, I am unrestricted on times I use games and I have had to limit myself to their use.

While these methods have worked well for me during my training period where I am in work Monday to Friday, 8am to 4pm, they may not work so well during shift work. I expect I will be further restricted on the days and times where I'll be able to sail and will have to rely on computer gaming more. I will have to constantly adapt my strategies, repeating the process of finding which works best for me, further demonstrating resilience.

996 words.



## 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:

The use of force whilst working as a police officer is sometimes necessary and unavoidable due to the vast range of different, and often violent incidents police officers are required to attend. There are strict guidelines, policies and legislation in place surrounding the use of force and it is vital that these are followed.

In this answer, I will be reflecting on a domestic incident involving conflict which I attended; reviewing my use of communication techniques and describing my process for determining whether the use of force was necessary in response to a conflict situation.

I will be using Terry Borton's reflective tool of 1970 to structure my answer.

I attended an incident of domestic abuse following a 999 call from a potential victim that their ex-partner had climbed into their house through a window and was refusing to leave, the 999-operator stated that there was shouting in the background of the call of an abusive nature.

On arrival at the scene, the victim was outside the property with minor facial injuries which had not been reported on the call, two cuts were visible on the cheek and nose which were bleeding lightly. The victim stated to us that the ex-partner had thrown an object at their face after calling the police. From the level of injury, I suspected this to

be an assault causing actual bodily harm, an offence under section 47 of the offences against the person act 1861.

While speaking with the victim, I made sure to use some of the fundamental elements of effective communication. Firstly, by actively listening, active listening involves a little more than just listening to someone speak, it involves “taking steps to draw out details that might not otherwise be shared” (Doyle, 2022). I did this by making eye contact and nodding as they explained what happened, giving verbal affirmations to show that I was paying attention and taking on board what they were saying. By doing this I was also able to build rapport with the victim, they had never met me before and by showing understanding and empathy I was able to build trust between us. To get a full picture of what happened during the incident, I started by using open ended questions such as “tell me what happened”. This style of question meant that the victim told me her version of events in her own words, instead of limiting their choice of responses by using closed questions. Closed questions are ones which normally require responses of few words such as “yes” or “no”. This type of question however was useful when gathering further detail of the incident and confirming events which had been described. The victim was clearly frightened and shaken up on arrival and there was a visible change in the victims behaviour after speaking to officers using these communication techniques. By identifying these emotions and displaying empathy, compassion, and humility we were able to comfort the victim and provide needed support.

As an offence of domestic assault had been disclosed, I decided that I would need to effect an arrest on the alleged offender. This decision was in line with South Wales police policy to take ‘positive action’ at all incidents of domestic abuse as well as the police and criminal evidence act 1984 (PACE); the necessity being to prevent further physical injury to the victim, to protect a vulnerable person and to allow for a prompt and effective investigation.

The alleged offender was sat in the garden of the property and initially appeared relaxed however, when officers walked into the garden to speak to them, they stood up and started to shout, giving sharp, hostile responses. This is when I considered the Betaris Box model which illustrates how our own attitude and behaviour directly affects that of the people we communicate with (Betaris Box - Help Children Live Better, 2022). If I was to match the ex-partners behaviour and attitude, then this would be likely to put us in a negative cycle of escalation with the potential to get violent. Instead, I wanted to show the offender a positive attitude and behaviour to prevent a negative cycle and hoped that his behaviour would change positively in response to this.

At this point I considered effecting the arrest immediately however this would have involved the use of physical force as handcuffs would need to have been applied, being a further escalation. With the offenders already violent demeanour, I decided instead to wait until I was able to break the conflict cycle and calm them down.

By speaking to him in a calm but firm manner and utilising communication techniques such as those in active listening, the offender calmed down and started to speak to us in a normal tone of voice. I believe this was due to my calm attitude and behaviour which broke the conflict cycle and affected their own behaviours.

As I effected the arrest, I also considered the national decision-making model (NDM) on whether the use of force by handcuffing the individual would be appropriate. The

NDM is a piece of framework that supports officers in making decisions (National decision model | College of Policing, 2022). The information that I had was that this person had allegedly committed an assault and I knew that they also had a violent record and had assaulted police officers on previous occasions. While his behaviour was now calm, they had already displayed hostility towards officers on this occasion and due to his history, there was a moderate risk of his behaviour turning violent once again. I also considered impact factors; the offender was the same height as me but significantly heavier and we were in a garden where they would have easy access to rocks, loose bricks and other items which could be used as weapons against me and the other officer present.

The power for police to apply handcuffs comes from both common law and section 3 of the criminal law act 1967 which states "a person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest" (Criminal Law Act 1967, n.d.). South Wales police policy states that there must be a necessity to use handcuffs, the police code of ethics also governs the use of force.

I considered other options and contingencies however the offender had previously actively resisted officers so the use of physical presence or tactical communications would be ineffective. If the handcuffs were not used or ineffective, the remaining contingency would be offensive and defensive tactics such as the use of body restraints or the use of PAVA spray. This resulting use of force at a higher level carries much greater risks to both officers and the offender.

By using the NDM in this way, I decided to use a lower level of force and apply handcuffs to the offender as I believed there to be a genuine necessity for their use. This reduced the risk of the offender committing another offence of assault if his behaviour did once again change.

Reflecting on this incident, I am happy with the result. The outcome of this was a successful arrest with no further violence after police arrived. The decision to use force in the police is a difficult one and should only be used as a last resort and whilst force was used in this instance, it was very minimal and only used as there were no other practical alternatives and it was to protect the safety of officers, the victim and offender from physical injury.

I believe that in this instance the use of force by handcuffing the offender was completely justified and in line with both common and statute law.

The communication techniques used with the offender when they were displaying hostility and aggression towards officers were effective in calming the situation down. It is interesting to see that similar techniques were used with both the victim and the offender in this instance when they were presenting so differently to begin with; the victim appearing scared and upset and the offender being aggressive. The result, however, was similar in the fact that both parties were calmed down to a point where normal communication was able to resume.

I believe that this points to the fact that our own behaviour and attitudes have a real and significant impact on the behaviour and attitudes of people around us, supporting the Betaris box concept. Showing an understanding of other people's emotions, showing empathy and compassion has a great impact.

While in this instance the communication techniques I used were effective, I am mindful that they may be less effective in other instances, especially if the person I am talking to is intoxicated as their reactions may not be rational.

The act of arresting a person goes against their human rights, specifically the right to liberty (article 5) as by arresting them you are effectively taking their freedom away, this could also be seen as a use of force and should be treated as seriously as such.

1517 words

### 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:

The idea of having to deal with the criminal justice system can be a daunting prospect for many, especially victims and witnesses who may not have had any experience with it in the past. It is important for the police to assist victims and witnesses through the process as best they can as for the majority of the population, the police are the gateway to the criminal justice system and the police have a duty to ensure it is accessible by victims of crime.

I will be using Terry Borton's reflective tool of 1970 to structure my answer.

A witness is any person other than the accused who could give evidence in court (Working with victims and witnesses, 2021). By using this definition, I can say that all victims of crime are witnesses as they are all likely to provide evidence to the court.

Because of previous instances of victims being failed by the police, the college of policing have set out a set of 12 rights that victims have, outlining the minimum standards of service that police must adhere to when dealing with victims of crime. These rights are referred to as the 'victims code':

1. To be able to understand and to be understood
2. To have the details of the crime recorded without unjustified delay
3. To be provided with information when reporting the crime

4. To be referred to services that support victims and have services and support tailored to your needs
5. To be provided with information about compensation
6. To be provided with information about the investigation and prosecution
7. To make a Victim Personal Statement
8. To be given information about the trial, trial process and your role as a witness
9. To be given information about the outcome of the case and any appeals
10. To be paid expenses and have property returned
11. To be given information about the offender following a conviction
12. To make a complaint about your Rights not being met

(Victims' Code for policing, 2021)

I attended an incident of domestic assault following a 999 call from a witness who had seen a female with blood on her face and clothing run out onto the street from a block of flats followed by a male who was shouting at her and slammed the door behind her. The witness had allowed the female to sit in their address while they called the police.

On arrival at the scene, the victim was sat inside the witness' property and was clearly very upset, she had significant facial injuries including, what I suspected to be broken bones. Due to the level of injuries and nature of the initial call; I suspected this to be an offence of wounding with intent to cause grievous bodily harm, contrary to section 18 of the offences against the person act 1861 "unlawfully and maliciously by any means whatsoever wound or cause any grievous bodily harm to any person, with intent to do grievous bodily harm to any person" (Offences against the Person Act 1861, n.d.)

Domestic abuse victims are at a high risk of revictimization, often by the same aggressor (Kuijpers, van der Knaap and Winkel, 2011) and 'simple' domestic abuse cases are well known to lead to more serious incidents, which means proper victim care in these matters is vital. The victim in this matter had been victimized in a domestic abuse matter before however, this was the first instance with this aggressor.

Victim care is an ongoing process which lasts for the cases entire journey through the criminal justice system, starting at the moment the incident is reported to when the case is heard in court.

The victim was clearly still in shock over what had happened and stated that she was intoxicated as she had been drinking earlier that night. The most pressing concern at this moment was her injuries, an ambulance was called to assess her as she refused to go to hospital.

As the victim was intoxicated, it meant she was unable to give a proper statement at the time as this would go against the first victim code (to be able to understand and to be understood) this meant that a few of the safeguarding referrals to outside agencies could not be completed either as they require the victims consent to share them and at the time of explaining the purpose of them, she did not fully understand. Instead, we considered safeguarding measures until they were sober, taking her back to a family member.

I then returned the morning following the incident, after leaving the victim with details of the incident and relevant contact details of the police and support agencies. The police have a duty to safeguard those who are vulnerable, and a victim of domestic abuse can be at very high risk. Because of this, I ensured relevant safeguarding referrals were submitted in line with the domestic abuse policy, referring her to external support agencies.

As an attending officer I have responsibility for the initial response to the incident, taking an accurate account from the victim, completing initial safeguarding, referrals and informing the victim of the next steps through the criminal justice process.

As the officer in case, I then had the responsibility of keeping the victim updated, in line with the victim codes, with any developments in the investigation such as the arrest of the offender, outcome of interview and initial charging decision.

In this case, I informed the victim of bail conditions set on the offender that would help to protect her.

At this point in the investigation, the victim expressed to me an interest in withdrawing support for the complaint. This was a difficult thing for me to hear as I wondered if I had not fulfilled my role to the best of my ability and by doing so had reduced the victim's confidence in the police to the point where she did not want to support the complaint further.

I spoke with the victim about the reasons why they wanted to withdraw support and they stated that it was because they were getting increasingly nervous about going to court which was her next step along in the criminal justice system.

I spoke with her further and explained a little more about the process, being open and honest about time frames and what would reasonably be expected from her in court, she had not been before and didn't know what to expect, the whole ordeal had taken a toll on her mental health.

I then discussed the option to have special measures in court, explaining that as she was suffering fear and distress over having to go to court and give evidence she was classed as an intimidated witness and could be given special measures in court.

Special measures could involve giving evidence via a video link or screens to shield her from the aggressor. I offered the victim an early help referral due to her comments about the decline in mental health.

Once these measures had been explained the victim seemed a lot more relaxed about the process and accepted the offer of a mental health referral.

Reflecting on my actions and interaction with the victim in this incident, I am happy with the outcome so far. I believe this is mainly due to the positive feedback I have received from the victim. On previous occasions when she has contacted the police to make a complaint she has said she felt like the police were ignoring her and didn't take her seriously, this will be the first time she has considered going to court and this would be partly due to the way I have communicated with her.

I have followed the relevant policies and procedures, including the victim code throughout; during the initial report of the incident where I took the report of crime, gave her all information required and considered her needs, submitting appropriate safeguarding and support referrals. As-well as later on, keeping the victim updated with any progress in the investigation and providing support and answering questions, by offering a referral after the victim stated her mental health was suffering during the criminal justice process, I have further complied with the 4<sup>th</sup> victim code, tailoring their support to fit their needs.

I believe I have upheld the police code of ethics throughout my interaction with the victim, specifically demonstrating fairness, openness and respect.

I did find supporting the victim challenging at times as most aspects of the criminal justice system are still very new to me, while the victims are not aware that I'm new to the police, I am being asked questions about a system I am not entirely familiar with myself. This however, will get better with time and as my own knowledge grows I will be able to share this further with victims and witnesses.

1478 words

## 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:

Decision making is a skill that police officers use almost constantly during their duties, it is imperative that decisions made are fair and otherwise in line with the police code of ethics as ultimately, decisions police officers make can often have a deep and profound impact on a person's life.

The national decision making model (NDM) is a standardised piece of framework that supports police officers in making decisions, allowing these decisions to be examined in detail after the fact (National decision model | College of Policing, 2022). Its use allows officers to consider professional judgement or 'discretion' during their duties. Discretion is the "freedom of police officers to make decisions as they perform their official duties" (Liddell, 2022) and is a useful tool to have but because it allows officers to use their own, personal judgement, it often comes under scrutiny from peers.

The NDM is underpinned by the police code of ethics throughout the 'cycle' showing that officers should be considering this code during all parts of decision making, including discretion.

I will be using Terry Borton's reflective tool of 1970 to structure my answer.

I attended an incident of domestic abuse following an abandoned 999 call. A child in their late teens had dialled 999 after their mother had not given them any money for them to go out with friends, in the argument that followed the child had smashed a television belonging to his mother.

Due to the damage caused to property, an offence of criminal damage had been committed contrary to section 1 of the Criminal Damage Act 1971, "A person who without lawful excuse destroys or damages any property belonging to another intending to destroy or damage any such property or being reckless as to whether any such property would be destroyed or damaged shall be guilty of an offence" (Criminal Damage Act 1971, n.d.).

As the child was 16 or above years old, the incident also fit the definition of domestic abuse according to section 1 of the Domestic abuse act 2021. "Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—(a)A and B are each aged 16 or over and are personally connected to each other, and (b)the behaviour is abusive" (Domestic Abuse Act 2021, 2021). This meant that the incident would be subject to the normal police force policies and procedures such as positive action and safeguarding referrals.

On arrival at the incident, I immediately considered the NDM, beginning to gather information about what had occurred and the circumstances behind it. I did this by asking relevant questions to both parties involved, utilising active listening skills to gain as much insight as possible.

As the child involved had calmed down before arrival and both parties were now separated there was a low risk of further incidents. My initial thoughts were to find an outcome that did not result in the arrest and unnecessary criminalisation of a young person. To do this however, I would need to ensure my decision aligned with the code of ethics and did not fall short of any statutory requirements.

I considered the powers I had in this matter such as arrest and summons for the offence of criminal damage under the relevant legislation such as PACE; an arrest could be deemed necessary in line with PACE legislation however action such as this would result in the criminalisation of the young person and after speaking to both parties, this was not the ideal outcome. Due to this being a domestic abuse matter under the definition, I also considered the police force policy on these incidents. Force policy is that positive action must be taken in all incidents and while this normally means the arrest of the offender I did have other options. There is also the matter of safeguarding and referral requirements which I also considered.

Both parties informed us that the child's father lived away from the address, and they would both be happy for the child to spend a few days at the address to calm down and reflect on his earlier actions. The mother did not want to pursue a criminal complaint and would not give a statement to the fact so the option to arrest, summons or charge the child for the matter of criminal damage was not appropriate however she was uncomfortable with the child staying at the address that day as they may damage more property. The mother stated that if the father was not

available then a grandparent also lived in the same town. Taking the child to a relatives would fulfil the force requirement to take positive action in domestic abuse incidents.

After conveying the young person to a relative's address, I then returned to the property to complete the relevant referrals and pointed the mother in direction of support services.

Reflecting on this situation, I believe I utilised the benefits of the NDM to their fullest extent and I am pleased with the outcome. By weighing my options in line with legislation and the code of ethics I was able to resolve a conflict situation. I prevented the potentially unnecessary criminalisation of a young person and instead of this, put both parties in touch with support services which could help prevent situations like this again. In this instance, if officers were not granted discretion, I would have been forced to arrest the individual which would not have been in the public interest or in the interest of any parties present. In this situation, an arrest would have led to a divide between the police and public leading to them being potentially unwilling to contact the police in a conflict situation again. The police should always act in the public interest, not against it.

Bias is “the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment” (Bias, n.d.). Due to this, bias can be a significant obstacle in decision making. By using the NDM and ensuring all decisions are in line with the police code of ethics, specifically the policing principles of fairness, objectivity and selflessness, officers can avoid potential bias and letting their personal feelings get in the way of making an informed decision. By following the NDM, decisions are made based on available information and policy rather than an officer's personal feelings.

In the above case, I do think that bias played a part in my decision making as I did not think the arrest of the child was proportionate where legislation would suggest otherwise. However, by using the NDM I found that my initial thoughts were still in line with policy and the police code of ethics.

The CPIA or ‘criminal procedure and investigations act 1996’ is a set of legislation that governs police investigations and sets legal “standards and procedures for investigators that regulate the investigation process and regulate the recording and retention of material that is found or is generated in the course of an investigation” (Key requirements of the CPIA - Pre-Trial - Enforcement Guide (England & Wales), n.d.).

Often in investigations of volume crime, police officers would take the role as 'disclosure officer' and 'officer in case' which means police officers are responsible for both the management of information and the physical investigation in line with the CPIA legislation.

The management of information, including the recording, retention and disclosure is a core aspect of the legislation and sets strict rules on how information should be recorded and how long it should be kept for; for example, in cases where defendants are incarcerated, all material related to the case must be kept until the person is released from their custodial sentence.

Officers have a responsibility to ensure that all evidence or material that relates to the case is kept and disclosed to the prosecution and defence. This includes negative information and evidence which may undermine the investigation and may refute a person's guilt.

The CPIA makes specific reference to the human rights act 1998, officers must consider the articles of this act whilst conducting investigations. To conduct a proper investigation, some limited human rights such as article 8, the right for a private life, would need to be breached by investigators, if necessary, in an investigation.

The investigating officer has a responsibility to ensure all reasonable lines of enquiry, even if these lines of enquiry point to the innocence of the defendant, police officers must remain impartial investigators at all point in the investigation.

1419 words

## 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                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Develop existing active listening skills.                                                                                                                                                                                | <p>Develop non- verbal communication techniques such as hand gestures, eye contact, facial expressions, and posture.</p> <p>Develop and further understanding of religious and ethnic diversity.</p>                               | <p>Online research such as articles, blog posts and tutorial videos.</p> <p>Reading material such as religious education books from university library</p> <p>Colleagues may be able to provide support – practicing with colleagues and also taking feedback from peers.</p> | <p>3 months</p> <p>Assess progress monthly.</p>                                                                             |
| Further develop and assess current strategies for building resilience and minimising stress – Required after moving into a non-standard shift pattern as my current strategies were based around an 8am-4pm working day. | <p>By trialling different strategies and adapting the timing of current ideas, I can find which works best for me.</p> <p>Speak to student support services provided at the university, accessing any available resources they</p> | <p>The university provide wellbeing support and drop-in sessions, it may be useful to attend one of these to listen to ideas from other students and staff.</p> <p>Online research proved useful before, reading online articles and blog posts from</p>                      | <p>2 months</p> <p>Due to varied shift pattern and variety of days worked per week.</p> <p>Ongoing assessment required.</p> |

|  |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                        |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>provide or methods they recommend.</p> <p>Speak to fellow student officers and gain an insight into what works for them, trial any methods they recommend and see if they work for me.</p> <p>Researching stress relieving activities online.</p> | <p>other professionals working shift patterns.</p> <p>Other student officers who are in the same position as me may have methods that work well for them, those methods may also work well for me.</p> |  |
|  |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                        |  |

## 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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**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: \_ D J EDWARDS \_ \_ \_ (Learner - Electronic signature or type name)

Date: \_ \_ 13/08/2022 \_ \_ \_ \_